East Orange School District Administration

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Mission

The East Orange School District is committed to and will prepare All of our students for college, careers, and life. We will provide a safe, clean, positive and supportive learning environment in which All students can successfully develop socially, emotionally and academically into lifelong learners and responsible, productive citizens. We will continually strengthen and align our curriculum with state, national and international standards that are engaging, rigorous, relevant, and implemented consistently. We will ensure that All students, parents, staff and community members are respected and informed in our family-friendly schools. We will strive to motivate and engage All of our students through various innovative instructional strategies, methods and techniques. Utilizing students’ skills, talents, and unique abilities, we will prepare them to meet the demands of an ever changing competitive 21st century global society.

VISION

TO PREPARE ALL OF OUR STUDENTS FOR COLLEGE, CAREERS AND LIFE IN HIGH PERFORMING EAST ORANGE PUBLIC SCHOOLS.
Core Beliefs

1. High Academic Achievement is a priority.
2. Continuous improvement is essential.
3. Learning is a lifelong process.
4. Students, staff, parents and community members are partners in education and all have a personal responsibility in the educational process.
5. Every school in East Orange can be a high performing school.
6. Curriculum and instruction must foster 21st century skills.
7. Our schools must be clean, safe, orderly, welcoming and nurturing environments where all students and staff can focus on and engage in the process of teaching and learning.
8. All children have skills, talents and unique abilities.
9. Children are our greatest resource and the key to our global future.
10. All children can learn and shall be provided equitable opportunities for a quality, relevant education in the East Orange Public Schools.
11. Preparing our students for college, careers and life is a priority.
12. Our students deserve and have a right to high quality effective Principals, Teachers, Staff, and Leaders.
13. Developing a Growth Mindset (rather than a Fixed Mindset) is crucial to helping educators and students fulfill their potential.
1. State standards, student growth objectives, district curriculum, and data all drive instruction.
2. Adherence to the district’s learning objective format is evident and is posted in every classroom (state standard, learning objective, and DOL).
3. Every teacher develops, submits for approval and implements quality lesson plans.
4. Quality instruction takes place in every classroom with curriculum aligned to state standards, student engagement, rigor, relevance, higher order questioning and responding.
5. Quality student work is displayed in every classroom and other areas of the school with meaningful teacher comments and rubric scores. No work will be displayed beyond 30 days.
6. Daily, students are required to do more applying, researching, analyzing, evaluating, synthesizing, and creating.
7. All students in our schools are being prepared for college, careers, and life daily.
8. All students, staff, parents and community members in our schools are: respected, safe, well-informed and engaged in supporting student success.
9. The major focus of East Orange School District is improving student achievement, academic excellence and school improvement in a caring/supportive environment.
10. Teachers are provided with common planning periods and/or an opportunity to collaborate.
11. Administrators are visible, accessible, supportive, and conduct regular classroom visits to monitor student learning, the quality of instruction, and to provide meaningful feedback.
12. Writing across the curriculum, analyzing data, differentiated instruction with learning interventions, integration of technology, interim benchmark assessments, and exercising a growth mindset are all district-wide/school-wide initiatives that are implemented regularly.
13. Every staff member, student, and parent will be held accountable for student achievement, student progress/growth, and school improvement.
14. Our schools are safe, clean, orderly, welcoming and conducive to teaching and learning.
15. Professional development opportunities and activities are intentional, meaningful, relevant, and assist staff with improving student achievement.
16. All students and staff must be informed of and adhere to school/district rules, regulations and policies.
17. Daily, every student and staff member will work on improving what we call the district’s 4 A’s:

ATTITUDE, ACADEMICS, ATTENDANCE, and APPEARANCE
### Scope & Sequence

**Course: Spanish II**

<table>
<thead>
<tr>
<th>NJSL World Languages</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
<th>Cycle 3</th>
<th>Cycle 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of Mastery</strong></td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>MA</td>
</tr>
<tr>
<td>7.1.NM.A.2: Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7.1.NM.A.3: Recognize a few common gestures and cultural practices associated with the target culture(s).</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7.1.NM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions.</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7.1.NM.B.2: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7.1.NM.B.3: Imitate appropriate gestures and intonations of the target culture(s)/language during greetings, leave-takings, and daily interactions.</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7.1.NM.B.4: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>I=Introduced</td>
<td>R=Reinforced</td>
<td>M=Mastered</td>
<td>M/A=Mastered/Attained</td>
</tr>
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<td>----------------------------------------------</td>
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</tr>
<tr>
<td>7.1.NM.B.5: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>7.1.NM.C.2: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>7.1.NM.C.3: Copy/write words, phrases, or simple guided texts on familiar topics.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Big Idea/Unit Title:</td>
<td>The influence of a Culture/ (Mis amigos y yo)</td>
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</tr>
<tr>
<td>Time Frame: 3 weeks</td>
<td>Cycle: I</td>
<td></td>
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</tr>
<tr>
<td>Unit Essential Question(s)</td>
<td>Unit Enduring Understanding:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● How do you describe yourself and your friends?</td>
<td>● Interpersonal communication will help them engage in social activities in Spanish-speaking communities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● How does your daily schedule compare to that of teenagers in Spanish-speaking countries?</td>
<td>● Communicating in at least one other language allows people to obtain information, express feelings, exchange opinions with a wider audience, and gain knowledge of other cultures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● What do you like to do and how does that compare to students from other cultures?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit Emphasis:

- In this beginning unit, the students will learn language to talk about themselves and their friends, primarily about activities they like and dislike, and personality traits.
- The students will become more aware of the diversity of music and dance within the Spanish-speaking world.
- The students will have ample comprehensible input in a multi-dimensional approach, which highlights storytelling, reading, listening activities, speaking activities, and authentic writing activities.

New Jersey Student Learning Standards/Interdisciplinary Connections

Standard 7.1 World Languages:
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studies with their own, and participate in home and global communities.

Learning Outcomes (CCCS):

7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

7.1.NH.A.3 Recognize some common gestures and cultural practices associated with the target cultures.
7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6 Identify the main idea and other significant ideas in reading from age – and level – appropriate, culturally authentic materials.
7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age – and level appropriate classroom and cultural activities.
7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.
7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

Learning Expectations/Objectives:

- Identify people
- Describe people
- Formulate about their likes and dislikes
- Talk about where they go to do different activities
- Describe people and how they feel
- Compare about what people do
- Summarize about plans and what people are going to do
Performance Assessment (GRASP):
Goal: To design a biographical trifold pamphlet
Role: An Employee in an informational booth in Miami
Audience: Tourist
Scenario/Process: You are an employee of an information booth in Miami. You will create a trifold pamphlet about Spanish-speaking artist. To complete this project you should research important biographical information about the artist to include in the pamphlet. Additionally, you should indicate how the artist’s work reflects the culture of our day.
Product: Trifold pamphlet
- The presentation should include the following components:
  1. 1 section about the artist
  2. 1 section with a picture of the artist
  3. 1 section about the contributions of the artist
  4. Color
  5. Use of the target language

Scoring: Teacher made rubric/ refer to the rubric located at the back of the guide.

OTHER EVIDENCE/Assessment:
Teacher made quizzes and tests
Dictations
Oral presentations
Essays
### Instructional Strategies and Resources

#### Key Learning Activities:
- Regular updating of notebooks
- Oral/Dialogue practice
- Completion of textbook activities that correspond to the objective
- Workbook pages to correspond to the objectives
- Cultural comparisons
- Teacher provided worksheets based upon the objectives covered in this unit

#### Differentiated Instruction:
- The *Avancemos* 2 wrap-around teacher’s edition provides a variety of differentiated activities on every page for inclusion, slower-paced students, multiple intelligences, pre-AP, etc. (preliminar pp 1-31)
- IEP Modification-Present major points employing various methods (orally, visually, tactile)
- Students will work in groups to complete certain activities
- Students will be active participants in their instruction
- Paraphrasing student responses during discussions
- Providing choice in assessment (orally, drawing, writing, acting, comprehension assessments)
- Summarizing text knowledge (in both languages)
- Frayer Model for vocabulary acquisition

#### Critical Vocabulary:
- Vocabulary related to airplane travel
- Lodging, and vacation
- Giving and receiving direction
- Direct and indirect object pronouns
- Location prepositions
- Preterite of regular –*ar* verbs, *ir*, *ser*, *hacer*, *ver*, & *dar*

#### Resources:
- Textbook: ¡*Avancemos!* Lección preliminar (pp 1-31)
- Additional Resources: You tube/teacher one stop Cd-Rom
- Power presentation/Video program DVD
Integration of 21st Century Skills:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1.12.B.1</td>
<td>Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.</td>
</tr>
<tr>
<td>9.1.4.D.1</td>
<td>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</td>
</tr>
<tr>
<td>9.1.8.D.3</td>
<td>Use effective communication skill in face-to-face and online interactions with peers and adults from home and from diverse cultures.</td>
</tr>
<tr>
<td>9.1.8.D.4</td>
<td>Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding.</td>
</tr>
<tr>
<td>9.1.12.D.1</td>
<td>Interpret spoken and written communication within the appropriate cultural context.</td>
</tr>
<tr>
<td>9.1.12.D.3</td>
<td>Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st century skill.</td>
</tr>
</tbody>
</table>

College and Career Readiness Skills:

- Collaboration
- Listening Skills
- Oral Communication Skills
- Oral Presentation Skills
- Organizational Skills
- Reading and Writing Skills
- Teamwork Skills
<table>
<thead>
<tr>
<th>Big Idea/Unit Title: Travel ¡A conocer nuevos lugares!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Frame: 6 weeks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Essential Question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Why are documents needed to travel worldwide?</td>
</tr>
<tr>
<td>• What information do I need to know in order to plan a trip to a foreign country?</td>
</tr>
<tr>
<td>• What is my definition of a vacation and how does that differ from someone’s from another culture?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Essential Question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Traveling through Spanish-speaking countries requires extensive planning &amp; preparation.</td>
</tr>
<tr>
<td>• The Spanish language has a tense for speaking about past activities that are completed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Emphasis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• In this Unit, students will be able to discuss travel preparations and talk about things they do at an airport.</td>
</tr>
<tr>
<td>• Students will also be able to ask for information on how to get around town while on vacation. In lesson 2 of this unit the preterit is introduced and students will be able to begin speaking about the past and what they did on vacation.</td>
</tr>
<tr>
<td>• Cultural standpoint, students will focus on Costa Rica and its natural parks.</td>
</tr>
</tbody>
</table>
### New Jersey Student Learning Standards/ Interdisciplinary Connections

#### Standard 7.1 World Languages:

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studies with their own, and participate in home and global communities.

7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

7.1.NH.A.3 Recognize some common gestures and cultural practices associated with the target cultures.

7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.

7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.

7.1 NH.A.6 Identify the main idea and other significant ideas in reading from age – and level – appropriate, culturally authentic materials.

7.1 NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age – and level appropriate classroom and cultural activities.

7.1 NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

7.1 NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

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**Learning Expectations/Objectives:**
• Acquire information about the country travel will be visiting.
• Compare about trip preparations and things you do at the airport
• Inquire information in order to book your trip
• Express where they went, what they did on vacation
• Ask information questions
• Talk about buying souvenirs

### Assessment Plan/Student Performance

**Performance Assessment (GRASP):**

**Goal:** Travel to foreign country.

**Role:** A traveler vacationing to a Spanish speaking country.

**Audience:** Tourist

**Scenario/Process:** Student will prepare a written paper about their trip to a Spanish-speaking country, with a $1,500 budget to plan their trip, Should include the planning process and what was required for travel/vacationing. Student should include all information about their upcoming trip, through online research. Create a passport (using template online), currency exchange, lodging and leisure activities.

**Product:** Travel Itinerary

- The presentation should include the following components:
  1. Hotel and flight information
  2. Exchange rate of money
  3. Color
  4. Use of the target language

**Scoring:** Teacher made rubric/ refer to the rubric located at the back of the guide.

**OTHER EVIDENCE/Assessment:**

- Group discussion/presentation
### Instructional Strategies and Resources

#### Key Learning Activities:
- Regular updating of notebooks
- Oral/Dialogue practice
- Completion of textbook activities that correspond to the objective
- Workbook pages to correspond to the objectives
- Cultural comparisons
- Teacher provided worksheets based upon the objectives covered in this unit.

#### Differentiated Instruction:
- The *Avancemos* 2 wrap-around teacher’s edition provides a variety of differentiated activities on every page for inclusion, slower-paced students, multiple intelligences, pre-AP, etc. (Unidad1 lección 1 pp 34-57) (Unidad 1 lección 2 pp 58-81)
- IEP Modification-Present major points employing various methods (orally, visually, tactile)
- Students will work in groups to complete certain activities
- Students will be active participants in their instruction
- Paraphrasing student responses during discussions
- Providing choice in assessment (orally, drawing, writing, acting, comprehension assessments)
- Summarizing text knowledge (in both languages)
- Frayer Model for vocabulary acquisition

#### Critical Vocabulary:
- Travel preparation
- At the airport
- Around Town
- Going on Vacation
- Gifts and Souvenirs
- Describe the past
- Expression

#### Resources:
Textbook: Avancemos level 2 Unidad 1, Lección 1 (pp 34-57)
Textbook: Avancemos level 2 Unidad 1, Lección 2 (pp 58-81)
Workbook: ¡Avancemos! 2 lección 1 (pp 1-23)
**Workbook:** ¡Avancemos! 2 lección 2 (pp 24-49)  
Web-based: (My.hwr.com  
Http://www.mendycolbert.com/Spanish1.htm  
Http://spanish4teachers.org/spanishworksheets/  
Http://cuadernoespanol.com/spanishbasic/worksheets/  
Http://cuadernoespanol.com/classes.php)  
Additional Resources: You tube/teacher one stop Cd-Rom  
Power presentation/Video program DVD

**Integration of 21st Century Skills:**

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience

9.1.8.D.3 Use effective communication skill in face-to-face and online interactions with peers and adults from home and from diverse cultures

9.1.8.D.4 Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context

9.1.12.D.3 Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st century skill

**College and Career Readiness Skills:**

- Collaboration  
- Listening Skills  
- Oral Communication Skills  
- Oral Presentation Skills  
- Organizational Skills  
- Reading and Writing Skills
<table>
<thead>
<tr>
<th>Big Idea/ Unit Title:</th>
<th>Vacation-Lodging/ ¡Somos saludables!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Frame: 4 weeks</td>
<td>Cycle:  II</td>
</tr>
<tr>
<td>Unit Essential Question(s)</td>
<td>Unit Enduring Understanding:</td>
</tr>
<tr>
<td>• What are popular sports or activities in your community?</td>
<td>• Consistent physical activity helps people in all cultures to maintain a healthy lifestyle.</td>
</tr>
<tr>
<td>• What information do I need to know in order to plan a trip to a foreign country?</td>
<td>• Reflexive verbs are essential to communicate daily routines in Spanish.</td>
</tr>
<tr>
<td>• What is my definition of a vacation and how does that differ from someone’s from another culture?</td>
<td><strong>Unit Emphasis:</strong></td>
</tr>
<tr>
<td>• How do you maintain your health?</td>
<td>• In this Unit, students will be able to have conversations about sporting events and athletes and discuss ways to stay healthy.</td>
</tr>
<tr>
<td>• What is your daily routine and how does it compare with that of a student from another culture?</td>
<td>• Students will also be able to point out specific people and things.</td>
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<tr>
<td></td>
<td>• While discussing their daily routine, they will be able to retell events from the past and the present.</td>
</tr>
<tr>
<td></td>
<td>• Cultural standpoint, students will focus on culture from Argentina and the World Cup.</td>
</tr>
</tbody>
</table>
New Jersey Student Learning Standards/ Interdisciplinary Connections
Standard 7.1 World Languages:
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Learning Outcomes (CCCS):
7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3 Recognize some common gestures and cultural practices associated with the target cultures.
7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1 NH.A.6 Identify the main idea and other significant ideas in reading from age – and level – appropriate, culturally authentic materials.
7.1 NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age – and level appropriate classroom and cultural activities.
7.1 NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.
7.1 NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
<table>
<thead>
<tr>
<th>Learning Expectations/Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Talk about sporting events and athletes</td>
</tr>
<tr>
<td>● Converse ways to stay healthy</td>
</tr>
<tr>
<td>● Point out specific people and things</td>
</tr>
<tr>
<td>● Retell events from the past</td>
</tr>
<tr>
<td>● Discuss their daily routine</td>
</tr>
<tr>
<td>● Clarify sequence of events</td>
</tr>
<tr>
<td>● Say what they did and what others are doing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Plan/Student Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Assessment (GRASP):</strong></td>
</tr>
<tr>
<td>● <strong>Goal:</strong> Create a trading card with their favorite athlete with statistics.</td>
</tr>
<tr>
<td>● <strong>Role:</strong> Employee for Fleer trading cards.</td>
</tr>
<tr>
<td>● <strong>Audience:</strong> Consumers/Sport fans</td>
</tr>
<tr>
<td>● <strong>Scenario/Process:</strong> You are an employee at Fleer trading card company. Students will be asked to design a trading card, including images of their favorite athlete with statistic and general information about the star.</td>
</tr>
<tr>
<td>● <strong>Product</strong> Trading cards</td>
</tr>
<tr>
<td>The presentation should include the following components:</td>
</tr>
<tr>
<td>1. Picture of athlete</td>
</tr>
<tr>
<td>2. Statistical columns</td>
</tr>
<tr>
<td>3. Color</td>
</tr>
</tbody>
</table>
4. **Use of the target language**  
- **Scoring:** Use rubric generator/ refer to the rubric located at the back of the guide.

**OTHER EVIDENCE/ Assessment:**
- Lesson quizzes and tests and end of unit test  
- Interpretive listening and reading tasks  
- Oral presentations  
- Essays

**Instructional Strategies and Resources**

<table>
<thead>
<tr>
<th>Key Learning Activities:</th>
<th>Differentiated Instruction:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Regular updating of notebooks</td>
<td>● The <em>Avancemos 2</em> wrap-around teacher’s edition provides a variety of differentiated activities on every page for inclusion, slower-paced students, multiple intelligences, pre-AP, etc.</td>
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<td>● Oral/Dialogue practice</td>
<td>● IEP Modification-Present major points employing various methods (orally, visually, tactile)</td>
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<tr>
<td>● Completion of textbook activities that correspond to the objective</td>
<td>● Students will work in groups to complete certain activities</td>
</tr>
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<td>● Workbook pages to correspond to the objectives</td>
<td>● Students will be active participants in their instruction</td>
</tr>
<tr>
<td>● Cultural comparisons</td>
<td></td>
</tr>
<tr>
<td>● Teacher provided worksheets based upon the objectives covered in this unit.</td>
<td></td>
</tr>
</tbody>
</table>
### Critical Vocabulary:
- Talk About Sporting Events
- Express emotion
- Talk about your Daily Routine
- Sports Competitions
- Describe Athletes
- Parts of the Body
- Personal Care Item
- Clarify Sequence of Events
- How often you do things

### Resources:
- Textbook: ¡Avancemos! 2 page 86-111 (Unidad 2 lección 1) Workbook page 50-72
- Textbook: ¡Avancemos! 2 Book page 112-136 (Unidad 2 lección 2)
- Workbook: ¡Avancemos! 2 lección 1 page 50-7
- Workbook: ¡Avancemos! 2 lección 2 page 73-98
- Powerpoints on vocabulary
- Videos
- Games, quizzes, and flashcards from www.classzone.com
- Music (Digital resources align with textbook and workbook) AvanzaRap DVD
- Internet resource www.classzone.com (My.hwr.com
  - [http://www.mendycolbert.com/Spanish1.htm](http://www.mendycolbert.com/Spanish1.htm)
  - [http://spanish4teachers.org/spanishworksheets/](http://spanish4teachers.org/spanishworksheets/)
  - [http://cuadernoespanol.com/classes.php](http://cuadernoespanol.com/classes.php))

### Integration of 21st Century Skills:
- Paraphrasing student responses during discussions
- Providing choice in assessment (orally, drawing, writing, acting, comprehension assessments)
- Summarizing text knowledge (in both languages)
- Frayer Model for vocabulary acquisition
9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience

9.1.8.D.3 Use effective communication skill in face-to-face and online interactions with peers and adults from home and from diverse cultures

9.1.8.D.4 Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context

9.1.12.D.3 Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st century skill

**College and Career Readiness Skills:**
- Collaboration
- Listening Skills
- Oral Communication Skills
- Oral Presentation Skills
- Organizational Skills
- Reading and Writing Skills
- Teamwork Skills
## EAST ORANGE SCHOOL DISTRICT
### Curriculum Guide
#### Unidad 3 Lección 1 y 2

<table>
<thead>
<tr>
<th>Big Idea/Unit Title:</th>
<th>Clothes and shopping/ (¡Vamos de Compras)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time Frame:</strong> 5 weeks</td>
<td><strong>Cycle:</strong> II</td>
</tr>
</tbody>
</table>

#### Unit Essential Question(s)
- How do your clothes and style compare to that of someone from another culture?
- Where do you shop?
- How is commerce different in Spanish-speaking countries?

#### Unit Enduring Understanding:
- Shopping experiences vary by culture and region.
- Cultural knowledge can help the consumer interact successfully in any retail experience.

#### Unit Emphasis:
- In this Unit, students will have short conversations about clothing and personal needs.
- They will also talk about items at a marketplace and express opinions about what they are buying.
- Students will also be able to describe past activities and events and express themselves courteously.
- Cultural standpoint, students will focus on Puerto Rico.
### New Jersey Core Curriculum Content Standards/Common Core State Standards

<table>
<thead>
<tr>
<th>Standard 7.1 World Languages:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studies with their own, and participate in home and global communities.</td>
</tr>
</tbody>
</table>

### Learning Outcomes (CCCS): |

<p>| 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with the target cultures. |
| 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions. |
| 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. |
| 7.1.NH.A.6 Identify the main idea and other significant ideas in reading from age – and level – appropriate, culturally authentic materials. |
| 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age – and level appropriate classroom and cultural activities. |
| 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas. |
| 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. |</p>
<table>
<thead>
<tr>
<th>Learning Expectations/Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Discuss the Tainos and Puerto Rican history.</td>
</tr>
<tr>
<td>● Explain traditional handicrafts of Puerto Rico and Panama.</td>
</tr>
<tr>
<td>● Describe past activities and events</td>
</tr>
<tr>
<td>● Ask for and talk about items at a marketplace</td>
</tr>
<tr>
<td>● Explain clothing and accessories, clothing fit and fashion, where you shop, items at a market, expressions of courtesy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Plan/Student Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Assessment (GRASP):</strong></td>
</tr>
<tr>
<td>● <strong>Goal:</strong> To analyze traditional handmade merchandise from Puerto Rico and Panama.</td>
</tr>
<tr>
<td>● <strong>Role:</strong> Vendor</td>
</tr>
<tr>
<td>● <strong>Audience:</strong> Consumers</td>
</tr>
<tr>
<td>● <strong>Scenario/Process:</strong> You are a vendor at hispanic heritage fair. Students will design a powerpoint, illustrating handmade merchandise items. Have students design a powerpoint, contrasting items from Puerto Rico and Panama. They will explain the materials, origin, use, etc of each item.</td>
</tr>
<tr>
<td>● <strong>Product:</strong> Powerpoint comparing item of Puerto Rico and Panama.</td>
</tr>
</tbody>
</table>

**The presentation should include the following components:**
1. General construction information (How the item is made)
2. Dedicated section with images of the Handmade merchandise
3. In the target language
4. Color

**Scoring:** Teacher made rubric/ refer to the rubric located at the back of the guide.
### OTHER EVIDENCE/Assessment:
- Teacher made tests
- Teacher made quizzes
- Dictations
- Oral presentations
- Essays

### Instructional Strategies and Resources

#### Key Learning Activities:
- Regular updating of notebooks
- Oral/Dialogue practice
- Completion of textbook activities that correspond to the objective
- Workbook pages to correspond to the objectives
- Cultural comparisons
- Teacher provided worksheets based upon the objectives covered in this unit.

#### Differentiated Instruction:
- The *Avancemos 2* wrap-around teacher’s edition provides a variety of differentiated activities on every page for inclusion, slower-paced students, multiple intelligences, pre-AP, etc. (Unidad lección 3 pp 142-165)
  (Unidad 3 lección 2 pp 166-193)
- IEP Modification-Present major points employing various methods (orally, visually, tactile)
- Students will work in groups to complete certain activities
- Students will be active participants in their instruction
- Paraphrasing student responses during discussions
- Providing choice in assessment (orally, drawing, writing, acting, comprehension assessments)
- Summarizing text knowledge (in both languages)
- Frayer Model for vocabulary acquisition

#### Critical Vocabulary:
- Talk about shopping
- Express Preference and Opinions
- Items at the Market
- Expressions of Courtesy
- Ask for help
### Resources:

- Textbook: ¡Avancemos! 2 page 142-165 (Unidad 3 lección 1)
- Textbook: ¡Avancemos! 2 Book page 166-193 (Unidad 3 lección 2)
- Workbook: ¡Avancemos! 2 lección 1 page 99-163
- Workbook: ¡Avancemos! 2 lección 2 page 122-147
- Powerpoints on vocabulary and grammar
- Videos from my.hrw.com
- Games, quizzes, and flashcards from www.classzone.com
- Music

### Integration of 21st Century Skills:

- **9.1.12.B.1** Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
- **9.1.4.D.1** Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
- **9.1.8.D.3** Use effective communication skill in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- **9.1.8.D.4** Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding.
- **9.1.12.D.1** Interpret spoken and written communication within the appropriate cultural context.
- **9.1.12.D.3** Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st century skill.

### College and Career Readiness Skills:

- Collaboration
- Listening Skills
- Oral Communication Skills
- Oral Presentation Skills
- Organizational Skills
-Reading and Writing Skills
-Teamwork Skills
<table>
<thead>
<tr>
<th>Big Idea/Unit Title:</th>
<th>Legends and stories/Cultura Antigua, ciudad moderna</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Frame: 6 weeks</td>
<td>Cycle: III</td>
</tr>
<tr>
<td>Unit Essential Question(s)</td>
<td>Unit Enduring Understanding:</td>
</tr>
<tr>
<td>How can a language influence a completely different language?</td>
<td>In the Spanish language, various past tenses are used in storytelling such as legends, fairy tales and real-life stories.</td>
</tr>
<tr>
<td>Why do traditional songs vary from one Spanish speaking country to another?</td>
<td>To understand the world today, it’s essential to consider the contributions of ancient cultures as well as the advancements of modern society. This is apparent in places like Mexico City.</td>
</tr>
<tr>
<td>What can we learn from archaeological sites?</td>
<td></td>
</tr>
<tr>
<td>Unit Emphasis:</td>
<td></td>
</tr>
<tr>
<td>In this Unit, students will be able to narrate past events and describe continuing activities in the past.</td>
<td></td>
</tr>
<tr>
<td>They will also describe people, places, and things, while concentrating on early civilizations.</td>
<td></td>
</tr>
<tr>
<td>From a cultural standpoint, students will focus on Mexico and legends from indigenous cultures.</td>
<td></td>
</tr>
</tbody>
</table>
New Jersey Student Learning Standards/Interdisciplinary Connections

Standard 7.1 World Languages:
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studies with their own, and participate in home and global communities.

7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

7.1.NH.A.3 Recognize some common gestures and cultural practices associated with the target cultures.

7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.

7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.

7.1.NH.A.6 Identify the main idea and other significant ideas in reading from age – and level – appropriate, culturally authentic materials.

7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age – and level appropriate classroom and cultural activities.

7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
Learning Expectations/Objectives:

- Describe continuing activities in the past
- Narrate past events and activities
- Recite people, places, and things
- Communicate early civilizations and their activities
- Explain the layout of a modern city

Assessment Plan/Student Performance

Performance Assessment (GRASP):

- **Goal:** Plan a guided tour.
- **Role:** Travel guide
- **Audience:** Tourist
- **Scenario/Process:** Worker for a tour company. Students will develop an informational travel booklet identifying historical sites within specify cities. The map should include any plazas, temple, pyramids, and other important buildings on the site. Then write a script of what you would tell tourist about each spot on the tour.
- **Product:** Travel Booklet

The presentation should include the following components:

1. Brief history of the area
2. Pertinent architectural information of the various historical sites
3. Color
4. Use of the target language

**Scoring:** Teacher made rubric/ refer to the rubric located at the back of the guide.
**OTHER EVIDENCE/Assessment:**
- Teacher made tests
- Teacher made quizzes
- Dictations
- Oral presentations
- Essays

## Instructional Strategies and Resources

### Key Learning Activities:
- Regular updating of notebooks
- Oral/Dialogue practice
- Completion of textbook activities that correspond to the objective
- Workbook pages to correspond to the objectives
- Cultural comparisons
- Teacher provided worksheets based upon the objectives covered in this unit.

### Differentiated Instruction:
- The *Avancemos 2* wrap-around teacher’s edition provides a variety of differentiated activities on every page for inclusion, slower-paced students, multiple intelligences, pre-AP, etc. (Unidad 4 lección 1 pp 196-219)
- IEP Modification-Present major points employing various methods (orally, visually, tactile)
- Students will work in groups to complete certain activities
- Students will be active participants in their instruction
- Paraphrasing student responses during discussions
- Providing choice in assessment (orally, drawing, writing, acting, comprehension assessments)
- Summarizing text knowledge (in both languages)
- Frayer Model for vocabulary acquisition

### Critical Vocabulary:
- Narrate past events
- Talk about legend
- Description
- Modern Civilization
- Ancient Civilization
Resources:

- Textbook: ¡Avancemos! 2 page 196-219 (Unidad 4 lección 1)
- Textbook: ¡Avancemos! 2 Book page 220-249 (Unidad lección 2)
- Workbook: ¡Avancemos! 2 lección 1 page 148-170
- Workbook: ¡Avancemos! 2 lección 2 page 171-196
- Powerpoints on vocabulary and grammar
- Videos
- Games, quizzes, and flashcards from
- Music

Integration of 21st Century Skills:

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience
9.1.8.D.3 Use effective communication skill in face-to-face and online interactions with peers and adults from home and from diverse cultures
9.1.8.D.4 Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding
9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context
9.1.12.D.3 Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st century skill

College and Career Readiness Skills:

- Collaboration
- Listening Skills
- Oral Communication Skills
- Oral Presentation Skills
- Organizational Skills
- Reading and Writing Skills
- Teamwork Skills
<table>
<thead>
<tr>
<th><strong>Big Idea/Unit Title:</strong></th>
<th>España/ ¡A comer!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time Frame:</strong> 3 weeks</td>
<td>Cycle III</td>
</tr>
<tr>
<td><strong>Unit Essential Question(s)</strong></td>
<td><strong>Unit Enduring Understanding:</strong></td>
</tr>
<tr>
<td>- How do your favorite foods compare with those of someone from another culture?</td>
<td>- Using vocabulary &amp; commands in the preparation of regional foods and recipes is an essential skill.</td>
</tr>
<tr>
<td>- How do you order in a restaurant?</td>
<td>- Following local etiquette customs is essential across all cultures.</td>
</tr>
<tr>
<td>- How do dining schedules and food vary from one Spanish speaking country to another?</td>
<td></td>
</tr>
<tr>
<td><strong>Unit Emphasis:</strong></td>
<td><strong>Unit Emphasis:</strong></td>
</tr>
<tr>
<td>- In this Unit, students will be able to identify and describe ingredients while talking about food preparation and following recipes.</td>
<td>- In this Unit, students will be able to identify and describe ingredients while talking about food preparation and following recipes.</td>
</tr>
<tr>
<td>- They will also give instructions and made recommendations while ordering meals in a restaurant.</td>
<td>- They will also give instructions and made recommendations while ordering meals in a restaurant.</td>
</tr>
<tr>
<td>- Cultural standpoint, students will focus on food, art, and poetry from Spain.</td>
<td>- Cultural standpoint, students will focus on food, art, and poetry from Spain.</td>
</tr>
</tbody>
</table>

New Jersey Core Curriculum Content Standards/Common Core State Standards
Standard 7.1 World Languages:
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studies with their own, and participate in home and global communities.

Learning Outcomes (CCCS):

7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
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7.1 NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age – and level appropriate classroom and cultural activities.
7.1 NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.
7.1 NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

Learning Expectations/Objectives:

- Identify and describe ingredients
- Talk about food preparation and follow recipes
- Give instructions and make recommendations
- Order meals in a restaurant
- Explain about meals and dishes
- Describe food and service

<table>
<thead>
<tr>
<th>Assessment Plan/Student Performance</th>
</tr>
</thead>
</table>

**Performance Assessment (GRASP):**

- **Goal:** Design a culinary Menu from a restaurant in a Latin American country.
- **Role:** Create a Menu reflecting the culture of the country.
- **Audience:** Culinary aficionado/Consumers
- **Scenario/Process:** Students will create a menu. Students will include the categories listed in a typical menu that are served in the Latin American or Spanish restaurants in the target language and bilingual format (Spanish and English)
- **Product:** Restaurant menu

The presentation should include the following components:

1. First section shall be various appetizers and entrees.
2. Second section shall be various desserts and beverages.
3. **Color**
4. **Use of the target language**

**Scoring:** Teacher made rubric/ refer to the rubric located at the back of the guide.
### OTHER EVIDENCE/Assessment:
- Teacher made tests
- Teacher made quizzes
- Dictations
- Oral presentations
- Essays

### Instructional Strategies and Resources

**Key Learning Activities:**
- Regular updating of notebooks
- Oral/Dialogue practice
- Completion of textbook activities that correspond to the objective
- Workbook pages to correspond to the objectives
- Cultural comparisons
- Teacher provided worksheets based upon the objectives covered in this unit.
  - restaurant dishes
  - ordering
  - other words and phrases

**Differentiated Instruction:**
- The *Avancemos 2* wrap-around teacher’s edition provides a variety of differentiated activities on every page for inclusion, slower-paced students, multiple intelligences, pre-AP, etc. (Unidad 5 lección 1 pp 252-275)
  (Unidad 5 lección 2 pp 276-305)
- IEP Modification—Present major points employing various methods (orally, visually, tactile)
- Students will work in groups to complete certain activities
- Students will be active participants in their instruction
- Paraphrasing student responses during discussions
- Providing choice in assessment (orally, drawing, writing, acting, comprehension assessments)
- Summarizing text knowledge (in both languages)
- Frayer Model for vocabulary acquisition

### Critical Vocabulary:
- Ingredients
- Describe and discuss food and desserts
- Ordering
- Phrases used in restaurants
- Setting the table
- Compliments

<table>
<thead>
<tr>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Textbook: ¡Avancemos! 2 page 251A-275 (Unidad 5 lección 1)</td>
</tr>
<tr>
<td>- Textbook: ¡Avancemos! 2 Book page 275A-305 (Unidad 5 lección 2)</td>
</tr>
<tr>
<td>- Workbook: ¡Avancemos! 2 lección 1 page 197-219</td>
</tr>
<tr>
<td>- Workbook: ¡Avancemos! 2 lección 2 page 220-245</td>
</tr>
<tr>
<td>- Internet <a href="http://www.classzone.com">www.classzone.com</a> my.hrw.com</td>
</tr>
<tr>
<td>- Power presentation/Video program DVD</td>
</tr>
<tr>
<td>- Unit Transparency Book</td>
</tr>
</tbody>
</table>

**Integration of 21st Century Skills:**

- 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
- 9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
- 9.1.8.D.3 Use effective communication skill in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.D.4 Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding.
- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1.12.D.3 Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st century skill.

**College and Career Readiness Skills:**

- Collaboration
- Listening Skills
- Oral Communication Skills
- Oral Presentation Skills
- Organizational Skills
- Reading and Writing Skills
- Teamwork Skills
**Big Idea/Unit Title:** Cinematografía (¿Te gusta el cine?)

**Time Frame:** 9 Weeks

**Cycle:** 4

**Unit Essential Question(s):**

- How much do you know about popular Hispanic actors’ heritage in Hollywood?
- What influences do Hispanics have in American movie industry?
- What are the benefits of tourism for the tourist and for the residents of the place visited?
- How do media and technology influence pop culture? How do media and technology impact communication?

**Unit Enduring Understanding:**

- Each culture in its own unique way values leisure time or sees the need for some form of entertainment, like film and cinema.
- The interpretation of novels made into film
Unit Emphasis:
- In this Unit, students will be able to make suggestions about movies and how they are affected by them.
- They will also influence others by expressing hopes and wishes.
- Cultural standpoint, students will focus on Hispanic culture in Hollywood.

New Jersey Student Learning Standards/Interdisciplinary Connections

Standard 7.1 World Languages:
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studies with their own, and participate in home and global communities.

Learning Outcomes (CCCS):

7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized.
7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3 Recognize some common gestures and cultural practices associated with the target cultures.
7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1 NH.A.6 Identify the main idea and other significant ideas in reading from age – and level – appropriate, culturally authentic
materials.

7.1 NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age – and level appropriate classroom and cultural activities.

7.1 NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

7.1 NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

---

**Learning Expectations/Objectives:**

- Tell others what to do and what not to do.
- Debate about movies and how they affect society.
- Explain how a culture can influence others.
- Describe a historical event.
- Form affirmative and negative commands.

---

**Assessment Plan/Student Performance**

**Performance Assessment (GRASP):**

- **Goal:** Create a digital documentary.
- **Role:** Cinematographer of production company.
- **Audience:** T.V viewers.
- **Scenario/Process:** Cinematographer doing a documentary on a famous person. Students will create a documentary about a Spanish star from the music, TV, or movie industry. Students will have the option to create a photo album/documentary/multimedia presentation about their star. Students will present their film orally to the class.

- **Product:** Digital documentary.

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The presentation should include the following components:

1. Description of nationality, residency and occupation,
2. Family lives, early years and education
3. Color
4. Use of the target language

**Scoring:** Teacher made rubric/ refer to the rubric located at the back of the guide.

**OTHER EVIDENCE/Assessment:**
- Teacher made tests
- Teacher made quizzes
- Dictations
- Oral presentations
- Essays
**Instructional Strategies and Resources**

**Key Learning Activities:**
- Regular updating of notebooks
- Oral/Dialogue practice
- Completion of textbook activities that correspond to the objective
- Workbook pages to correspond to the objectives
- Cultural comparisons
- Teacher provided worksheets based upon the objectives covered in this unit.

**Differentiated Instruction:**
- The *Avancemos* 2 wrap-around teacher’s edition provides a variety of differentiated activities on every page for inclusion, slower-paced students, multiple intelligences, pre-AP, etc. (Unidad 6 lección 1 pp 308-331) (Unidad 6 lección 2 pp 332-361)
- IEP Modification-Present major points employing various methods (orally, visually, tactile)
- Students will work in groups to complete certain activities
- Students will be active participants in their instruction
- Paraphrasing student responses during discussions
- Providing choice in assessment (orally, drawing, writing, acting, comprehension assessments)
- Summarizing text knowledge (in both languages)
- Frayer Model for vocabulary acquisition

**Critical Vocabulary:**
- On the set
- Types of movies
- Equipment
- By e-mail
- on the phone
- The movie premiere

**Resources:**
- Textbook: *¡Avancemos!* 2 page 305-331 (Unidad 6 lección 1)
- Textbook: *¡Avancemos!* 2 Book page 331A-361 (Unidad 6 lección 2)
- Workbook: *¡Avancemos!* 2 lección 1 page 246-268
- Workbook: *¡Avancemos!* 2 lección 2 page 269-294
- Web-based: My.hwr.com
  [http://spanish4teachers.org/spanishworksheets/](http://spanish4teachers.org/spanishworksheets/)
- Power presentation/Video program DVD
- Unit Transparency Book

### Integration of 21st Century Skills:

- Communication and Collaboration
- Knowing, understanding and appreciate other cultures.
- Thinking creatively to solve problems within the language paradigm
- Creativity and Innovation.
- Critical Thinking and Problem Solving
- Information Literacy
- Media Literacy
- Self Direction
- Invention

### College and Career Readiness Skills:

- Collaboration
- Listening Skills
- Oral Communication Skills
- Oral Presentation Skills
- Organizational Skills
- Reading and Writing Skills
- Teamwork Skills
# Novice-mid Interpersonal Rubric

<table>
<thead>
<tr>
<th>Does the teacher understand me? (Comprehensibility)</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>● The teacher understands me without difficulty.</td>
<td>● The teacher understands me with occasional difficulty.</td>
<td>● The teacher understands me only with much difficulty.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do I understand the teacher? (Comprehension)</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>● I understand the teacher without difficulty.</td>
<td>● I understand the teacher but sometimes I need repetition or restatement.</td>
<td>● Most of the time I don’t understand the teacher.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How well do I use the Spanish language? (Vocabulary Use &amp; Language Control)</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>● I am mostly correct when producing simple sentences.</td>
<td>● I am mostly correct with memorized language. I am less correct when I try to create language.</td>
<td>● I can only communicate at the word level.</td>
<td></td>
</tr>
<tr>
<td>● I attempt to create.</td>
<td>● I recognize and use vocabulary correctly.</td>
<td>● I use a limited number of words / phrases.</td>
<td></td>
</tr>
<tr>
<td>● I recognize and use vocabulary with ease.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| How well do I keep the conversation going? | ● I begin to recombine some memorized language to ask for repetition and/or clarification | ● I use memorized chunks of language to:  
- Ask for repetition  
- State that I don’t understand | ● I cannot keep the conversation going. |

(Communication Strategies)
# Intermediate-low Interpersonal Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How well do I communicate?</strong></td>
<td>I create with the language by using strings of sentences.</td>
<td>I create with language by using simple sentences and some strings of sentences.</td>
<td>I use simple sentences, isolated words, and memorized phrases.</td>
</tr>
<tr>
<td>(Text Type)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How well am I understood?</strong></td>
<td>I am consistently understood.</td>
<td>I am generally understood.</td>
<td>I am understood with occasional difficulty.</td>
</tr>
<tr>
<td>(Comprehensibility)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How well do I understand?</strong></td>
<td>My responses are mostly logical and on topic.</td>
<td>My responses are generally logical and on topic.</td>
<td>My responses are occasionally logical and on topic.</td>
</tr>
<tr>
<td>(Comprehension)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What kind of vocabulary do I use?</strong></td>
<td>I use a wide range of vocabulary appropriate to the topic most of the time.</td>
<td>I use a range of vocabulary that accomplishes the task. However, occasionally I may use the wrong word or expression.</td>
<td>I use basic vocabulary and resort to English when I am unable to communicate my message.</td>
</tr>
<tr>
<td>How well do I keep the conversation going?</td>
<td>I ask and answer questions to maintain the conversation and to clarify. At times, I paraphrase to make myself understood.</td>
<td>I maintain a simple conversation by asking some questions, but I don’t ask for clarification.</td>
<td>I respond to basic, direct questions, and ask simple questions.</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>How well do I demonstrate cultural understanding?</td>
<td>I generally demonstrate awareness of cultural appropriateness.</td>
<td>I occasionally demonstrate awareness of cultural appropriateness.</td>
<td>I do not demonstrate an awareness of cultural appropriateness.</td>
</tr>
</tbody>
</table>
# Pre-Advanced Interpersonal Rubric

<table>
<thead>
<tr>
<th>Language Function</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describes in past, present and future with detail most of the time. Is very accurate in present, past and future.</td>
<td>Narrates and describes some of the time in past, present and future. Is most accurate in present tense and is less accurate when speaking in past and future.</td>
<td>Is most accurate in the present tense. Accuracy decreases significantly when speaking in past and future.</td>
</tr>
<tr>
<td>Communication Strategies</td>
<td>Starts, continues and/or redirects conversation and is able to clarify in many different ways Is able to circumlocute</td>
<td>Starts and maintains conversation and sometimes is able to clarify Is able to circumlocute at times</td>
<td>Can keep the conversation going and can ask and answer questions Is not able to circumlocute successfully</td>
</tr>
<tr>
<td>Comprehensibility</td>
<td>Is easily understood by native speakers, even those unaccustomed to interacting with language learners.</td>
<td>There may be some confusion about the message but generally understood by those unaccustomed to working with language learners.</td>
<td>Generally understood by those used to interacting with language learners.</td>
</tr>
<tr>
<td>Text Type</td>
<td>Speaks in paragraphs and connected sentences</td>
<td>Speaks in paragraphs sometimes, but mostly connected sentences.</td>
<td>Speaks in strings of sentences, some complex sentences</td>
</tr>
<tr>
<td></td>
<td>Consistently uses an extensive vocabulary to complete the task</td>
<td>Uses an adequate vocabulary to complete the task</td>
<td>Uses vocabulary insufficient to complete the task.</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Responses demonstrate understanding</td>
<td>Responses demonstrate understanding most of the time</td>
<td>Responses demonstrate occasional understanding</td>
</tr>
<tr>
<td><strong>Cultural Awareness</strong></td>
<td>Consistently provides evidence of culturally appropriate language and gestures.</td>
<td>Provides some evidence of culturally appropriate language and gestures.</td>
<td>Provides little evidence of culturally appropriate language and gestures.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates an understanding of culture through comments and questions.</td>
<td>Demonstrates some understanding of culture through comments and questions.</td>
<td>Demonstrates little understanding of culture</td>
</tr>
<tr>
<td>Novice-Mid Interpretive Rubric</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Can I understand what I heard or read?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Comprehension)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exceeds Expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My answers are relevant and accurate and show that I understood what I heard or read.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most of my answers are relevant and accurate and show that, for the most part, I understood what I heard or read.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does Not Meet Expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My answers are irrelevant and/or inaccurate and show that I really didn’t understand what I heard or read.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What strategies do I use to help me understand what I heard or read?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Communication Strategies)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exceeds Expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I accurately identify vocabulary words that I have already been taught, and I can figure out new words based on the context of what I heard or read.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I accurately identify most vocabulary words that I have already been taught</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does Not Meet Expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I cannot accurately identify many vocabulary words that I have already been taught</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Can I identify the main idea?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exceeds Expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can identify the main idea</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does Not Meet Expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I cannot identify the main idea</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If there is a message beyond the literal one, can I understand it? (Interpretation)</td>
<td>I can sometimes successfully interpret between the lines when necessary</td>
<td>I attempt to interpret between the lines when necessary</td>
<td>I cannot interpret between the lines.</td>
</tr>
</tbody>
</table>
# Intermediate-low Interpretive Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Can I identify the main idea?</strong></td>
<td>I identify the main ideas presented in text.</td>
<td>I identify the main ideas of the text.</td>
<td>I do not identify the main ideas of the text.</td>
</tr>
<tr>
<td><strong>Can I understand supporting details?</strong></td>
<td>I understand most supporting details of the text.</td>
<td>I understand some supporting details.</td>
<td>I understand few supporting details.</td>
</tr>
<tr>
<td><strong>Can I infer meaning?</strong></td>
<td>I infer the meaning of most cognates and word families.</td>
<td>I infer the meaning of some cognates and word families.</td>
<td>I infer the meaning of few cognates and word families.</td>
</tr>
<tr>
<td></td>
<td>I derive the meaning of a few new words from context.</td>
<td>I do not derive the meaning of new words from context.</td>
<td>I do not derive the meaning of new words from context.</td>
</tr>
<tr>
<td></td>
<td>I infer the author’s intent.</td>
<td></td>
<td>My answers do not demonstrate cultural awareness.</td>
</tr>
<tr>
<td></td>
<td>My answers demonstrate some cultural awareness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>My answers demonstrate little cultural awareness.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pre-Advanced Interpretive Rubric
<table>
<thead>
<tr>
<th></th>
<th><strong>Exceeds Expectations</strong></th>
<th><strong>Meets Expectations</strong></th>
<th><strong>Does Not Meet Expectations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literal Comprehension</strong></td>
<td>Identifies the main idea of the text and supporting details.</td>
<td>Identifies the main idea of the text and some supporting details.</td>
<td>Identifies the main idea of the text and a few supporting details</td>
</tr>
<tr>
<td><strong>Interpretive Comprehension</strong></td>
<td>Infers meaning of unfamiliar words in new contexts</td>
<td>Infers meaning of some unfamiliar words in new contexts</td>
<td>Infers meaning of cognates and word families and a few unfamiliar words in new contexts</td>
</tr>
<tr>
<td></td>
<td>Interprets the author’s intent, perspective and expresses his/her own perspective.</td>
<td>Interprets some of author’s intent, perspective and expresses some of his/her own perspectives.</td>
<td>Does not interpret author’s intent, perspective or express his/her own perspective.</td>
</tr>
<tr>
<td><strong>Cultural Awareness</strong></td>
<td>Is able to infer cultural perspectives.</td>
<td>Is able to infer some cultural perspectives.</td>
<td>Is able to infer few or no cultural perspectives</td>
</tr>
<tr>
<td>Am I understood? (Comprehensibility)</td>
<td>Advanced Low</td>
<td>Intermediate High</td>
<td>Intermediate Mid</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>--------------</td>
<td>-------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>I am easily understood by native speakers.</td>
<td>I am easily understood by someone unaccustomed to language learners including native speakers.</td>
<td>I am understood without difficulty by someone unaccustomed to language learners.</td>
<td>I am understood with occasional difficulty by someone unaccustomed to language learners. But when I am not it may be because of one or more of the following: • Long, unnatural pauses that may disengage the listener as I search for vocabulary • My pronunciation is influenced by my native language</td>
</tr>
</tbody>
</table>

| Do I understand? (Comprehension) | I understand sentences, questions and paragraph-length information on familiar and some unfamiliar topics. I understand the main idea and most supporting details. | I understand sentences and questions on a wide variety of familiar topics that help me understand the main idea and some supporting details. | I generally understand sentences and questions on familiar topics, but may need repetition/rephrasing and/or slowed speech. Sometimes I can understand the main idea and a few supporting details. Understanding may be uneven as the topics become less familiar to me. | I usually understand words, phrases, simple sentences and questions that are very familiar to me, but I may need repetition and/or rephrasing and/or slowed speech. | I can sometimes understand words, phrases, simple sentences, and questions that are familiar to me, but may need my partner to help me by simplifying and or repeating what is said. |

| How well do I use the language? (Text type, Vocabulary Use & Language Control) | I use paragraphs and connected sentences with cohesive devices. I use extensive vocabulary that accomplishes the task, including specialized and precise vocabulary. These may include culturally appropriate idiomatic expressions. I narrate and describe in all three major time frames (present, past and future); my errors do not interfere with comprehension. | I create with language; use strings of sentences and sometimes use connected discourse of paragraph-length. I consistently use a wide range of vocabulary that accomplishes the task and some specialized and precise vocabulary. I am very accurate in the present tense but make errors when I use past and future tense. | I create with language (do not rely on memorized chunks); connect simple sentences to create longer sentences; and routinely use strings of sentences. I use a wide range of vocabulary that accomplishes the task. I may make errors but they rarely interfere with communication. | I create with language (does not rely on memorized chunks); uses simple sentences and some strings of sentences. I use a range of vocabulary that accomplishes the task. However, I occasionally may be unable to find the appropriate vocabulary. I may make errors and they may sometimes interfere with communication. | I use simple sentences and may attempt to add information to clarify or justify meaning. I recognize and use familiar vocabulary on a range of topics. I may make many errors, but they generally do not interfere with communication. | I use words, phrases and an occasional simple sentence. I communicate minimally using words and possibly memorized phrases. I have difficulty recognizing and using appropriate vocabulary. I make errors that interfere with communication. |

| How well can I keep the conversation going? | I start, continue and/or redirect conversation and am able to circumlocute. | I start and maintain the conversation by asking and answering questions. I am able to circumlocute at times. | I keep the conversation going by asking and answering simple questions and clarifying meaning. At times, I may paraphrase to clarify meaning. | I keep the conversation going by responding to questions, creating some simple questions, and asking for clarification when needed. | I keep the conversation going by expressing confusion and/or the need for repetition or clarification in a variety of ways. | I keep the conversation going by using memorized chunks of language to: Ask for repetition -State lack of understanding | I have great difficulty keeping the conversation going. |
# Novice-Mid Presentational Rubric Writing

<table>
<thead>
<tr>
<th>Do we understand you? (Comprehensibility)</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The reader understands me without difficulty.</td>
<td>The reader understands me with occasional difficulty.</td>
<td>The reader does not clearly understand me.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How well do I use the language? (Language Control &amp; Vocabulary Use)</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I am mostly correct when producing simple sentences and make errors when creating with the language.</td>
<td>I am mostly correct with memorized language.</td>
<td>I am correct only at the word level.</td>
</tr>
<tr>
<td></td>
<td>My writing is rich in appropriate vocabulary.</td>
<td>My vocabulary reveals basic information.</td>
<td>My vocabulary is limited and/or repetitive.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How well do I capture and maintain my audience’s attention? (Impact)</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>My writing is engaging and shows effort to appeal to the audience’s interest.</td>
<td>I make some effort to maintain reader’s attention.</td>
<td>I make no effort to maintain reader’s attention.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How well do I organize the presentation? (Communication Strategies)</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>My main ideas are supported with examples.</td>
<td>My writing has a beginning, middle, and end.</td>
<td>I present information randomly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How well would I pass for a native speaker? (Cultural Awareness)</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I demonstrate some awareness of cultural appropriate-ness .</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Low</td>
<td>Intermediate High</td>
<td>Intermediate Mid</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------</td>
<td>-------------------</td>
<td>------------------</td>
</tr>
</tbody>
</table>
| **Am I understood?**           | I am easily understood by native speakers. | I am easily understood by someone unaccustomed to language learners including native speakers. | I am understood without difficulty by someone unaccustomed to language learners. | I am understood, with occasional difficulty, by someone unaccustomed to language learners. But when I am not it may be because of one or more of the following:  
  - My spelling is inaccurate, but follows phonetic conventions.  
  - Punctuation occasionally does not follow conventions | I am generally understood by someone accustomed to language learners. | I am understood with little difficulty because one or more of the following may be true:  
  - My spelling is very inaccurate.  
  - My punctuation does not make sense. |
| **How well do I use the language?** | I use paragraphs and connected sentences with cohesive devices. I use extensive vocabulary that accomplishes the task, including specialized and precise vocabulary. These may include culturally appropriate idiomatic expressions. I narrate and describe in all three major time frames (present, past, and future); my errors do not interfere with comprehension. | I create with language; use strings of sentences and sometimes use connected discourse of paragraph-length. I consistently use a wide range of vocabulary that accomplishes the task and some specialized and precise vocabulary. I am very accurate in the present tense but make errors when I use past and future | I create with language (do not rely on memorized chunks); connect simple sentences to create longer sentences; and routinely use strings of sentences. I use a wide range of vocabulary that accomplishes the task. I may make errors but they rarely interfere with communication. | I create with language (does not rely on memorized chunks); uses simple sentences and some strings of sentences. I use a range of vocabulary that accomplishes the task. However, I occasionally may be unable to find the appropriate vocabulary. I may make errors and they may sometimes interfere with communication. | I use simple sentences and may attempt to add information to clarify or justify meaning. I recognize and use familiar vocabulary on a range of topics. I may make errors that may interfere with communication. | I use words, phrases and an occasional simple sentence. I recognize and mostly use vocabulary that is very familiar to me on a limited range of topics. I may make errors that may interfere with communication. | I communicate minimally using words and possibly memorized phrases. I have difficulty recognizing and using appropriate vocabulary. I make errors that interfere with communication. |
| **How well do I organize my writing?** | I organize my presentation in a logical manner. I have an opening and closing. There is a logical progression of ideas that are well organized and connected. | I organize my presentation in a logical manner. I have an opening and closing. Organization is evident and the ideas are connected. | I organize my presentation in a logical manner. I generally have an opening and closing. Organization is evident and the ideas generally connected. | I organize my presentation in a logical manner. I generally have an opening and closing. I may lack opening and/or closing. I attempt to organize, but ideas are loosely connected | I mostly organize my presentation in a logical manner. I may lack opening and/or closing. I attempt to organize, but ideas are loosely connected | I mostly organize my presentation in a logical manner. I may lack opening and/or closing. I attempt to organize, but ideas are loosely connected | I focus mostly on the completion of the task; I do not pay much attention to organization and flow of my presentation. |
| **How well do I follow the directions of the assignment?** | You include all required elements plus additional information. | You include all required elements plus additional information. | You complete most of the requirements. | You complete most of the requirements. | You complete most of the requirements. | You complete most of the requirements. | You complete only some of the requirements |