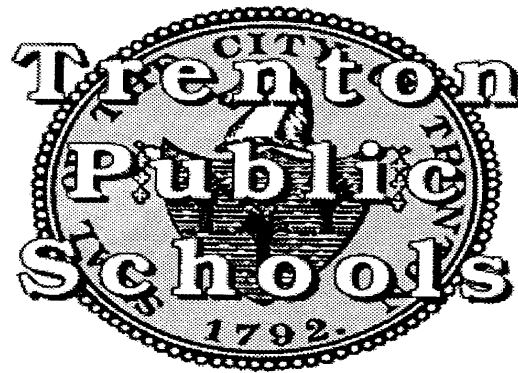


TRENTON PUBLIC SCHOOLS
Department of Curriculum and Instruction
108 NORTH CLINTON AVENUE
TRENTON, NEW JERSEY 08609



World Languages – Spanish 9-12

Novice-Mid

CURRICULUM GUIDE

August 2013

Trenton Public Schools

Curriculum Guide for:

World Languages: **Spanish**

Proficiency: Novice-Mid

Pacing Guide

Unit	Title	Pacing	Days
1	Saludos compañeros/Greetings Friends	MP 1	23
2	Mi vida escolar/My School Life	MP 2	23
3	Mi familia y mi casa/My Family and Home	MP 3	23
4	Las comidas y las bebidas/Food and Drinks	MP 4	20

Spanish Curriculum

Novice-Mid 9-12

Unit 1: Saludos compañeros - Greetings, Friends



Trenton School District: Spanish Curriculum

CONTENT AREA: World Languages	PROFICIENCY LEVEL: Novice-Mid 9-12	Unit # 1	UNIT NAME: Saludos, compañeros / Greetings, Friends (23 days)
STAGE 1 – Desired Results			
Enduring Understanding: <ul style="list-style-type: none"> • Social interaction in Spanish-speaking countries requires knowledge of cultural norms and expressions. • It is important to be aware of the places in the world where Spanish is spoken. 		Essential Questions: <ul style="list-style-type: none"> • Do people from other cultures greet each other differently? On the other hand, is there one universal way of initiating a conversation? • What sort of information is typically exchanged when first meeting someone? • What can I discuss with my new classmates and teachers at school? 	
CORRESPONDING NJCCCS		STUDENT LEARNING OBJECTIVES (SLOs)	
<p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic Information sources related to targeted themes.</p> <p>7.1. NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions</p> <p>7.1. NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1. NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>		<p>SLO # 1 - Students will be able to identify age, origin, birthday, contact information, physical characteristics, personality qualities, pastime activities, and expressions of likes and dislikes.</p> <p>Can do statements:</p> <ul style="list-style-type: none"> • I can understand some basic information when someone describes themselves and others. <ul style="list-style-type: none"> a. I can match pictures based on oral descriptions of physical and/or personality traits. b. I can draw a picture based on oral descriptions of physical and/or personality traits. • I can understand some basic information when someone talks about likes and dislikes related to pastime activities and sports. • I can understand when someone is stating his or her age and telling where he or she is from • I can compare and contrast physical and personal traits using charts/diagrams 	

	<p>SLO # 2 - Exchange information about age, origin, birthday, contact information, physical characteristics, personality qualities, pastime activities, and expressions of likes and dislikes.</p> <p>Can do statements:</p> <ul style="list-style-type: none"> • I can use digital tools and face-to-face communication to: <ul style="list-style-type: none"> a. Introduce myself and others b. Ask for some personal information such as name, age, and where someone is from c. Provide personal information such as name, age, and where I am from d. Ask memorized questions (yes/no, either/or, and short response) related to physical characteristics and personality qualities. e. Answer simple questions (yes/no, either/or, and short response) related to physical characteristics and personality qualities. f. Ask memorized questions (yes/no, either/or, and short response) related to preferences of pastime activities and sports. g. Answer simple questions (yes/no, either/or, and short response) inquiring about my preferences as they relate to pastime activities and sports. I can use digital tools and face-to-face communication to:
<p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily</p>	<p>SLO # 3 - Use appropriate greetings and leave taking from the target culture in a variety of scenarios.</p> <p>Can do statements:</p> <ul style="list-style-type: none"> • I can greet and take leave in a culturally acceptable manner.
<p>7.1. NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p>	<p>SLO # 4 - Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language).</p> <p>Can do statements:</p> <ul style="list-style-type: none"> • I can adjust my intonation (raise or lower pitch) as appropriate for asking a question (yes/no, either/or and short response).

<p>7.1. NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>SLO # 5 - Describe self and others.</p> <p>Can do statements:</p> <ul style="list-style-type: none"> • I can use words, phrases, and memorized sentences to describe others based on their physical characteristics and their personality qualities. • I can tell my age and the age of others. • I can use words, phrases, and memorized sentences to tell which pastimes and sports I like and which I do not like. • I can use words, phrases, and memorized sentences to tell which pastimes and sports others like and which they do not like.
<p>7.1. NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>SLO # 6 - List culturally specific and personal pastime activities</p> <p>Can do statements:</p> <ul style="list-style-type: none"> • I can categorize pastimes and sports based on whether they are popular in the United States, the target culture, or in both places.
<p>7.1. NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1. NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>SLO # 7 - Retell highlights from age- and level- appropriate culturally authentic target language text orally and/or in writing including physical characteristics, personality qualities, and preferences related to pastime activities by creating a multimedia presentation.</p> <p>Can do statements:</p> <ul style="list-style-type: none"> • I can use words, phrases, and memorized sentences and technology tools to retell a story or summarize an article that includes: <ol style="list-style-type: none"> a. Physical characteristics b. Personality qualities c. Preferences related to pastime activities

<p style="text-align: center;">CONCEPTS WHAT DO STUDENTS NEED TO KNOW?</p>	<p style="text-align: center;">SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?</p>
<ul style="list-style-type: none"> • Physical characteristics • Personal information • Personality qualities • Pastime activities • Expressions of like and dislike • Numbers 1-31 • expressions used to indicate location • cognates • Grammar: <ul style="list-style-type: none"> ✓ Subjects and verbs ✓ Subject pronouns ✓ Definite and indefinite articles ✓ Verbs: gustar, ser, estar, tener, ✓ Adjective agreement <p>The structures necessary to:</p> <ul style="list-style-type: none"> ○ Describe physical qualities and personality qualities ○ Express emotions ○ Express likes and dislikes related to pastimes ○ Tell age (as a memorized chunk) ○ Give and respond to commands (as memorized chunks) ○ Express where one lives and goes to school <ul style="list-style-type: none"> • Memorized and frequently practiced questions associated with physical characteristics, personality qualities, age, emotions, and preferences related to pastimes • Culturally appropriate expressions and gestures to greet and take leave • How to raise or lower intonation when asking different types of questions (if appropriate in the target language) 	<ul style="list-style-type: none"> • Recognize descriptions of people and pastime preferences as found in culturally authentic oral and written texts. • Ask memorized questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools. • Answer simple questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools. • Use appropriate greetings and leave taking from the target culture. • Imitate appropriate intonation for asking different types of questions in the target language (if appropriate in the target language). • Describe self and others using oral or written text. • Retell highlights from a culturally authentic children’s text (oral or written) that includes physical characteristics, personality qualities, pastime activities, and likes and dislikes. • Identify culturally specific pastime activities.

Stage 2: Assessment Evidence

Formative Assessments:

- Daily written/verbal check-ins
- Group conversations
- Role-Playing Activities
- Teacher Observation
- 3-2-1 Reflections
- Quizzes
- Exit Ticket

Summative Assessments:

- Common Unit Assessment at end of each Unit – **Required**
- Performance Task (See Below) - **Required**
- Oral/written exams (Mid Marking Period)
- Projects
- Portfolios

Performance Assessment Task: (Presentational)

Create and present a collage describing yourself and activities you enjoy. Incorporate authentic visuals and vocabulary in the target language in Microsoft Publisher or PowerPoint.

Scoring Criteria: See Appendix for appropriate rubric

Stage 3 - Strategies:

Students use the target language in the three modes of communication to explore school life in the home and target cultures (i.e. classes, schedules, school supplies, activities, and preferences). Students understand that their school experiences in some ways are similar to and different from that of students in the target culture. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

Interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories, and short video clips that focus on first introductions, personal information, and pastime preferences.

- Read a dialogue and answer questions
- Engage and practice audio /video activities
- Follow your teacher/classmate via social networks in the target language
- Develop vocabulary list to write a poem/story to describe self or others

Interpersonal:

Engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self and pastime preferences.

- Interact in paired dialogues A/B activities, interview, role-play, wikis, and blogs.
- Communicate with teacher/classmates in the target language
- Respond to simple questions in the target language

Presentational:

Use lists, chunks of language, and memorized phrases to introduce them, describe themselves or others, and talk about pastime preferences while using culturally appropriate gestures and intonations.

- Write a biography about self or others.
- Present your biography using PowerPoint.

Differentiation Strategies:

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration

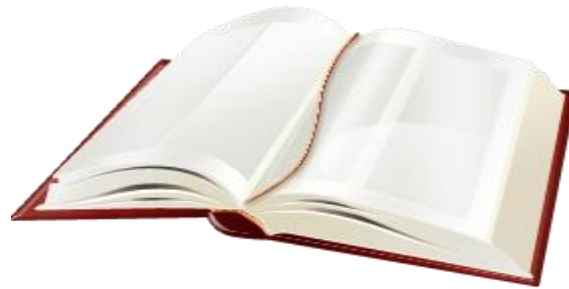
Suggested Resources:

- Textbook Avancemos 1
- Best Practices Teacher's Guide
- Online Textbook : Classzone:
<http://www.classzone.com/cz/index.htm;jsessionid=xrLpRMVFLVp4pcq27Rfxkn7BB0HQMPZ15g7Y1cSyzh1JymnX9fqY!1325882433>
- Rosetta Stone
<https://trentonchs.rosettastoneclassroom.com/en-US/>
- List of useful websites for world language teachers
<http://www.paterson.k12.nj.us/departments/curr/curriculum/WORLD%20LANGUGES%20CURRIC/Websites%20for%20Teachers%20and%20Students.pdf>
- Culturally authentic multimedia resources: YouTube, video clips, music, art, films, documentaries
- Literature: Novels, short stories, fables, legends, poems
- Department of Education suggested assessment rubrics
<http://www.state.nj.us/education/cccs/1996/frameworks/worldlanguages/appendb.pdf>

Spanish Curriculum

Novice-Mid 9-12

Unit 2: **Mi vida escolar/My School Life**



Trenton School District: Spanish Curriculum

CONTENT AREA: World Languages	PROFICIENCY LEVEL: Novice-Mid 9-12	Unit # 2	UNIT NAME: Mi vida escolar/My School Life (23 days)
STAGE 1 – Desired Results			
Enduring Understanding: <ul style="list-style-type: none"> Although schools in Spanish-speaking countries have different schedule patterns, grading systems and clothing requirements, daily lives of students in the United States and Spanish-speaking countries are very similar. 		Essential Questions: <ul style="list-style-type: none"> How does my school experience in the USA compare to that in a Spanish-speaking country? 	
CORRESPONDING NJCCCS		STUDENT LEARNING OBJECTIVES (SLOs)	
7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1. NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.		SLO # 1 - Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with family, school life, schedules, and classroom activities. Can do statements: <ul style="list-style-type: none"> I can understand when someone describes things found in a school. I can understand when someone talks about his or her school day. <ol style="list-style-type: none"> I can identify the time a class starts and finishes. I can identify the order of classes during the school day. I can identify the favorite and least favorite teacher and class. I can determine how my school day and the school day of a student in the target culture are similar and different. I can recognize common school and classroom activities when someone is describing what they do during the school day. 	

	<ul style="list-style-type: none"> I can understand short readings (e.g. back-to-school advertisements, school supply lists, school map) dealing with description of things found in a school.
<p>7.1. NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response</p>	<p>SLO # 2 - Use physical response to demonstrate understanding of classroom routines.</p> <p>Can do statements:</p> <ul style="list-style-type: none"> I can follow routine classroom directions given by my teacher orally/written (e.g. take out your..., put away your..., pass the papers forward, raise your hand, cover your papers, clear your desks).
<p>7.1. NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. 7.1 .NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<p>SLO # 3 - Ask and respond to memorized questions about academic and social aspects of school life, schedules, and classroom activities using digital tools and face-to-face communication through the target language.</p> <p>Can do statements:</p> <ul style="list-style-type: none"> I can use digital tools and face-to-face communication to: <ol style="list-style-type: none"> Ask simple, memorized questions (yes/no, either/or, and short response) about things found in a school and classroom. Answer simple questions (yes/no, either/or, and short response) about things found in a school and classroom. Ask simple, memorized questions (yes/no, either/or, and short response) about a classmate’s schedule or the schedule of a student from the target culture. Answer simple questions (yes/no, either/or, and short response) about my schedule or the schedule of a student from the target culture. Ask simple, memorized questions (yes/no, either/or, and short response) about what my classmates and peers in the target culture do during school hours. Answer simple questions (yes/no, either/or, and short response) about what I do and what peers in the target culture do during the school day.

<p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience</p> <p>7.1. NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>SLO # 4 - Produce a multimedia rich presentation that compares school life in the home and target culture(s) using information found in age-and level-appropriate culturally authentic texts.</p> <p>Can do statements:</p> <ul style="list-style-type: none"> • I can use words, phrases, and memorized sentences to describe school life in the United States (e.g. describe a classroom, provide a typical schedule, and tell what takes place during a typical day). • I can use words, phrases and memorized sentences to describe school life in the target culture based on information gathered from readings, short audio/video clips, and interactions with my peers in the target culture (e.g. describe a classroom, provide a typical schedule, and tell what takes place during a typical day). • I can use words, phrases, and memorized sentences to create a multimedia rich presentation that compares school life in both cultures.
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<p style="text-align: center;">CONCEPTS</p> <p style="text-align: center;">WHAT DO STUDENTS NEED TO KNOW?</p>	<p style="text-align: center;">SKILLS</p> <p style="text-align: center;">WHAT DO STUDENTS NEED TO BE ABLE TO DO?</p>
<ul style="list-style-type: none"> • School subjects • Classroom objects and furniture • School supplies • Activities associated with school • Ordinal numbers • Question words • Numbers for telling time • Days of the week • Months of the year • Expressions associated with telling time (i.e. morning, afternoon, evening) • The structures necessary to: <ul style="list-style-type: none"> ○ Express time 	<ul style="list-style-type: none"> • Recognize familiar school vocabulary as found in culturally authentic video clips from the target culture. • Demonstrate understanding of commands related to school routine. • Identify information related to class schedules and school activities as found in culturally authentic electronic information sources and other written texts. • Ask memorized questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication. • Answer simple questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication.

- Ask memorized questions related to school activities in the present time frame
- Answer simple questions related to school activities in the present time frame
- Cultural products related to school
- Cultural practices related to school
- Grammar:
 - ✓ Interrogatives
 - ✓ Command forms
 - ✓ Noun-adjective agreement
 - ✓ Subject verb agreement
 - ✓ Verb Ir
 - ✓ Contractions al and del
 - ✓ Ser with time expressions
 - ✓ Present of Tense of regular AR verbs

The following items have already been assessed in Unit 1 and spiral in this unit:

- The structures necessary to:
 - Express likes or dislikes
 - Give and respond to commands (as memorized chunks)
 - Indicate location

- Inquire about preferences related to school.
- Respond to questions about preferences related to school.
- Compare school life in the home and target culture(s).

Stage 2: Assessment Evidence

Formative Assessments:

- Daily written/verbal check-ins
- Group conversations
- Group activities
- Online activities
- Think-Pair-Share
- 3-2-1 Reflections
- 2 Stars and a wish
- Exit Ticket

Summative Assessments:

- Common Unit Assessment at end of each Unit – **Required**
- Performance Task (See Below) - **Required**
- Oral/written exams (Mid Marking Period)
- Projects
- Portfolios

Performance Assessment Task: Teachers can assign either task to students.

1. Create a back to school flyer with all the essential items/articles of clothing that students in high school need. Use advertisement flyers, media, etc. to create flyer. Present the completed project to class. **(Presentational)**
2. Create the “perfect” high school schedule with all the classes needed and/or wanted. Present schedule to class. Be ready to discuss. **(Interpretative)**

Scoring Criteria: See Appendix for appropriate rubric

Stage 3: Strategies:

Students use the target language in the three modes of communication to explore school life in the home and target cultures (i.e. classes, schedules, school supplies, activities, and preferences). Students understand that their school experiences in some ways are similar to and different from that of students in the target culture. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

They interpret authentic written and video/audio texts such as blogs, school websites, advertisements for ‘back to school’ sales, stories, and short video clips that focus on school life in the target culture(s).

- Read a dialogue and answer questions about schedules
- Engage and practice audio /video activities
- Follow your teacher/classmate via social networks in the target language
- Create a story describing school/favorite subjects/ideal classroom
- Complete practice reading/listening activities
- Produce schedules
- Demonstrate understanding of vocabulary through cloze sentence writing

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to school life.

- Interact in paired dialogues A/B activities, interview, role-play, wikis, and blogs.
- Communicate with teacher/classmates in the target language
- Respond to simple questions in the target language

Presentational:

They use lists, chunks of language, and memorized phrases to compare school in the home and target culture(s).

- Create and present an oral comparison of school experiences between self and a student in a Spanish-speaking country highlighting schedules, dress code, grading system and classroom procedures and etiquette.
- Prepare a recorded message describing their school schedule, classes and teachers giving details about at least one class; start/end times, needed supplies and teacher description. These messages may be recorded on cell phones/iPods/Google Voice
- Create and discuss a graphic organizer of schedule, illustrating, discussing/describing a class/teacher.

Differentiation Strategies:

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration

Suggested Resources:

- Textbook Avancemos 1
- Best Practices Teacher Guide
- Online Textbook : Classzone:
<http://www.classzone.com/cz/index.htm;jsessionid=xrLpRMVFLVp4pcq27Rfxkn7BB0HQMPZ15g7Y1cSyzh1JymnX9fqY!1325882433>
- Rosetta Stone
<https://trentonchs.rosettastoneclassroom.com/en-US/>
- List of useful websites for world language teachers
<http://www.paterson.k12.nj.us/departments/curr/curriculum/WORLD%20LANGUGES%20CURRIC/Websites%20for%20Teachers%20and%20Students.pdf>
- Culturally authentic multimedia resources: YouTube, video clips, music, art, films, documentaries
- Literature: Novels, short stories, fables, legends, poems
- Department of Education suggested assessment rubrics
<http://www.state.nj.us/education/cccs/1996/frameworks/worldlanguages/appendb.pdf>

Spanish Curriculum

Novice-Mid 9-12

Unit 3: *Mi familia y mi casa/ My Family and Home*



Trenton School District: Spanish Curriculum

CONTENT AREA: World Languages	PROFICIENCY LEVEL: Novice-Mid 9-12	Unit # 3	UNIT NAME: Mi familia y mi casa/My family and home (23 days)
STAGE 1 – Desired Results			
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> The family is integral part of society that reflects cultural norms. Families often share similar characteristics and spend quality time together. It is important to be aware of the physical structure of homes in Spanish-speaking countries and how it is affected by cultural and geographic elements 		<p>Essential Questions:</p> <ul style="list-style-type: none"> How are families in the United States similar or different from families in Spanish-speaking countries? What are the roles and responsibilities of family members in the maintenance of the home? How does the structure of homes in the United States compare to those in Spanish-speaking countries? 	
CORRESPONDING NJCCCS		STUDENT LEARNING OBJECTIVES (SLOs)	
<p>7.1. NM.A1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1. NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1 .NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials</p>		<p>SLO # 1 – Skim and scan age- and level-appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify family members, types of furniture found in the home, the names of rooms in a home, common household items, and household chores.</p> <p>Can Do Statements:</p> <ul style="list-style-type: none"> I can identify various family members their physical and personal traits. <ol style="list-style-type: none"> I can ask who someone is. I can ask what someone is like. I can describe what someone is like. I can understand basic information when someone talks about their home. <ol style="list-style-type: none"> I can recognize the names of the rooms. 	

<p>on familiar topics</p>	<ul style="list-style-type: none"> b. I can recognize the names of furniture. c. I can match pictures based on oral descriptions of a home (color, size, location of items). d. I can draw a picture based on oral descriptions of a home (color, size, location of items). e. I can draw a picture of someone’s favorite room based on oral descriptions. <ul style="list-style-type: none"> • I can understand basic information when someone talks about household chores. a. I can recognize the names of common household chores. b. I can determine household chores one likes to do and doesn’t like to do <ul style="list-style-type: none"> • I can determine who does which chores.
<p>7.1. NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p>	<p>SLO # 2 - Skim and scan culturally authentic texts to identify cultural products and practices related to home and family life.</p> <p>Can Do Statements:</p> <ul style="list-style-type: none"> • I can read short written texts/ or watch a video that compare a home in my community with one in the target culture and identify commonalities and differences. • I can read short written texts that compare things my family and I do at home with what families from the target culture do in their homes and identify commonalities and differences.
<p>7.1. NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1. NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<p>SLO # 3 - Ask and respond to memorized questions about family members, the rooms in a home, description of a home, the furniture and other items found in the home, and the chores that are typically done using digital tools and face-to-face communication in the target language.</p> <p>Can Do Statements:</p> <ul style="list-style-type: none"> • I can ask memorized questions (yes/no, either/or and short response) related to the description of family/ home. • I can answer simple questions (yes/no, either/or and short response) related to the description of family/ home.

	<ul style="list-style-type: none"> • I can ask memorized questions (yes/no, either/or and short response) related to the division of household chores. • I can answer simple questions (yes/no, either/ or and short response) related to the division of household chore
<p>7.1. NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p>	<p>SLO # 4 - Create a multimedia rich presentation to compare family, homes and household chores in the home and target cultures.</p> <p>Can Do Statements:</p> <ul style="list-style-type: none"> • I can use words, phrases, and memorized sentences to create a multimedia presentation that describes and compares families, homes, and chores common in my culture to those in the target culture.
<p>7.1. NM.C4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>SLO #5 - Retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes description of family members, a home, its contents, and chores to describe homes in the target culture.</p> <p>Can Do Statements:</p> <ul style="list-style-type: none"> • I can use words, phrases, and memorized sentences to describe a famous family or a home from the target culture based on a text that includes: <ol style="list-style-type: none"> a. Rooms typically found in the home b. Furniture and other items commonly found in different rooms c. Roles, responsibilities, and qualities of family members • I can list or identify household chores commonly done by members of the target culture based on information found in a culturally-authentic text

<p style="text-align: center;">CONCEPTS WHAT DO STUDENTS NEED TO KNOW?</p>	<p style="text-align: center;">SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?</p>
<ul style="list-style-type: none"> • Family members • Personal and physical traits • Types of furniture found in the home • Names of rooms in the home • Common household items used in each room • Common household chores • Characteristics of a home • Grammar: <ul style="list-style-type: none"> ✓ Verb “Llamarse” ✓ Verb “Hay” ✓ Possessive adjectives ✓ Present Tense Regular AR, ER, IR ✓ Irregular verbs ser, tener, estar, hacer ✓ Location prepositions • The structures necessary to: <ul style="list-style-type: none"> ○ Describe homes ○ Describe the contents of homes • Memorized and frequently practiced questions related to: <ul style="list-style-type: none"> ○ Rooms in the home ○ Location of items in the home ○ Family responsibilities and chores <p>The following items have already been assessed in previous units and are being recycled in this unit:</p> <ul style="list-style-type: none"> • The structures necessary to: <ul style="list-style-type: none"> ○ State a preference or an opinion ○ Express like and dislike 	<ul style="list-style-type: none"> • Identify and describe family members • Identify household chores found in authentic materials from an electronic information source and other sources. • Identify furniture and items in the home as found in videos of home tours from authentic electronic sources, advertisements for homes on the market, and/or written articles on homes and chores. • Ask memorized questions related to homes (rooms, descriptions of one's home, items in a home, furniture, and chores) using digital tools. • Respond to simple questions related to homes (rooms, descriptions of one's home, items in a home, furniture, and chores) using digital tools. • Use memorized language to express preferences related to the division of household chores. • Compare homes in the target and home cultures. • Compare common household chores in the home culture with common chores in the target culture. • Create a tour of a home from the target culture. • Create multimedia rich visual representation of one’s home or a home representative of the home culture. • Retell highlights from an authentic video or simple written text that includes description of the home and its contents. • Identify culturally specific household items and chores.

Stage 2: Assessment Evidence

Formative Assessments:

- Daily written/verbal check-ins
- Group conversations
- Group activities
- Online activities
- Think-Pair-Share
- 3-2-1 Reflections
- Exit Ticket

Summative Assessments:

- Common Unit Assessment at end of each Unit – **Required**
- Performance Task (See Below) - **Required**
- Oral/written exams (Mid Marking Period)
- Projects
- Portfolios

Performance Assessment Task: Teachers can assign either task to students.

1. Create and present a power point about a famous family (members, physical descriptions, personal traits, age, choose a member most likely to represent you)
2. Design and exhibit your family tree. Use multi-media to make presentation

Scoring Criteria: See Appendix for appropriate rubric

Stage 3 –Strategies:

Students use the target language in the three modes of communication to explore school life in the home and target cultures (i.e. classes, schedules, school supplies, activities, and preferences). Students understand that their school experiences in some ways are similar to and different from that of students in the target culture. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive: Interpretive:

They interpret authentic written and video/audio texts such as news-clips, real estate advertisements, and short video clips that focus on home tours, descriptions of items in a home, and division of household responsibilities.

- Read Real Estate listings and complete an interpretive task
- Read an article of a famous/Royal family and answer questions
- Watch virtual tours of 2 homes/ 2 hotels in Spanish-speaking countries and complete a Venn Diagram comparing both sites (prices, locations, furniture, physical structure, capacity)

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to their homes, common household items, furniture and chores.

- Role-play the search for a vacation home in a Spanish-speaking country
- Interview a classmate about family members
- Respond to questions about home and family

Presentational:

They use lists, chunks of language and memorized phrases to describe the rooms and items in homes and to talk about chores in the home and target cultures.

- Create and present a power point about a famous family (members, physical descriptions, personal traits, age, choose a member most likely to represent you)
- Design and exhibit a family tree project

Differentiation Strategies:

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration

Suggested Resources:

- Textbook Avancemos 1
- Best Practices Teacher Guide
- Online Textbook : Classzone:
<http://www.classzone.com/cz/index.htm;jsessionid=xrLpRMVFLVp4pcq27Rfxkn7BB0HQMPZ15g7Y1cSyzh1JymnX9fqY!1325882433>
- Rosetta Stone
<https://trentonchs.rosettastoneclassroom.com/en-US/>
- List of useful websites for world language teachers
<http://www.paterson.k12.nj.us/departments/curr/curriculum/WORLD%20LANGUGES%20CURRIC/Websites%20for%20Teachers%20and%20Students.pdf>
- Culturally authentic multimedia resources: YouTube, video clips, music, art, films, documentaries
- Literature: Novels, short stories, fables, legends, poems
- Department of Education suggested assessment rubrics
<http://www.state.nj.us/education/cccs/1996/frameworks/worldlanguages/appendb.pdf>

Spanish Curriculum

Novice-Mid 9-12

Unit 4: *Las comidas y las bebidas*/Food and Drinks



Trenton School District: Spanish Curriculum

CONTENT AREA: World Languages	PROFICIENCY LEVEL: Novice-Mid 9-12	Unit # 4	UNIT NAME: Las comidas y las bebidas/Food and Drinks (20 days)
STAGE 1 – Desired Results			
Enduring Understanding (s): <ul style="list-style-type: none"> • Culturally authentic dishes vary from country to country yet share common foods. • Eating habits differ in the United States, Spain, and Latin America. 		Essential Question (s): <ul style="list-style-type: none"> • Can I name foods and drinks associated with a Spanish-speaking country? • Can I read and order from a Spanish menu in a restaurant? • Can I request something that is missing at my table in Spanish? 	
CORRESPONDING NJCCCS		STUDENT LEARNING OBJECTIVES (SLOs)	
7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes 7.1. NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics		SLO # 1 – Skim and scan age- and level-appropriate culturally authentic target language materials from electronic information sources to identify words and phrases associated with food preferences, products and practices of the target culture(s). Can do statements: <ul style="list-style-type: none"> • I can understand some basic information as found in short audio/video clips when someone describes what they like to eat and what is commonly eaten in their culture. • I can understand some basic information when someone talks about a few practices associated with food (e.g. meals, ordering, purchasing). • I can understand some basic information found in short written texts about what people like to eat and what is commonly eaten in their culture. 	
7.1. NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).		SLO # 2 - Recognize a few common gestures and cultural practices associated with food preferences, products and practices of the target culture(s).	

	<p>Can do statements:</p> <ul style="list-style-type: none"> I can match a few gestures associated with food to their language equivalent (e.g. expressing hunger and thirst, asking for the check, expressing quantity).
<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response</p> <p>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.</p>	<p>SLO # 3 - Give and follow simple, oral and written directions, commands, and requests through appropriate physical response as they relate to food practices.</p> <p>Can do statements:</p> <ul style="list-style-type: none"> I can follow directions given by the teacher or a classmate for setting the table. I can put foods in appropriate categories based on instructions from the teacher or a classmate. I can exchange information with someone about how to set the table and answer their simple questions when they don't understand. I can exchange information with someone about ingredients needed to make a recipe and answer their simple questions when they don't understand.
<p>7.1. NM. B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<p>SLO # 4 - Use memorized words and phrases to ask and respond to questions to order a meal from a culturally authentic menu.</p> <p>Can do statements:</p> <ul style="list-style-type: none"> I can order a meal from a target language menu. I can ask memorized questions (yes/no, either/or, and short response) about foods found on an authentic menu. I can answer simple questions (yes/no, either/or, and short response) about foods found on an authentic menu.
<p>7.1. NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>SLO # 5 - Present cultural products and imitate cultural practices related to food as found in age- and level-appropriate, culturally authentic materials.</p>

<p>7.1 .NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	<p>Can do statements:</p> <ul style="list-style-type: none"> • I can use words, phrases, and memorized sentences to share information learned about food products and practice with others. a. I can use a graphic organizer to categorize foods popular in the United States and the target culture. b. I can use a graphic organizer to compare food practices.
<p style="text-align: center;">CONCEPTS WHAT DO STUDENTS NEED TO KNOW?</p>	<p style="text-align: center;">SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?</p>
<ul style="list-style-type: none"> • Names of common vegetables, fruits, grains, proteins, and dairy items • Food and drinks specific to Spanish-speaking countries • Colors • Vocabulary used to describe quantity (e.g. ounce, gram, pound, kilo, teaspoon, tablespoon, cup, and slice) • Vocabulary associated with table setting (plate, bowl, knife, fork, spoon, napkin, and tablecloth) • Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade) • Adjectives to describe size and shape of food • Culturally authentic gestures and practices associated with eating • The structures necessary to: <ul style="list-style-type: none"> ○ Order and pay for food (e.g. I would like, Please bring me, I need, and Do you have?) ○ Extend, accept, and refuse an invitation • Memorized questions related to ordering and paying for a meal • Currency from target culture and conversion to American equivalent <p>The following items have already been assessed in previous</p>	<ul style="list-style-type: none"> • Identify main idea of an authentic text dealing with food products and practices • Read a menu and order in a restaurant • Express hunger and thirst • Request missing items at the table • Ask memorized questions related to food preferences, products, and practices. • Answer simple questions related to food preferences/likes and dislikes, products, and practices. • Engage in a rehearsed/unrehearsed conversation to order a meal. • Present information related to food preferences, products, and practices in the target culture based on information found in age- and level-appropriate, culturally authentic materials.

units and are being recycled in this unit:

- The structures needed to:
 - State a preference
 - Express likes and dislikes
 - Indicate location
 - Express time
 - Compare
- Grammar
 - ✓ Use the verbs (preferir, gustar (ia), querer, pedir, traer, necesitar
 - ✓ Useful expressions –tengo hambre, tengo sed
 - ✓ Use ER/IR verbs in the present tense and interrogative form

Stage 2: Assessment Evidence

Formative Assessments:

- Daily written/verbal check-ins
- Group conversations
- Group activities
- Online activities
- Think-Pair-Share
- 3-2-1 Reflections
- 2 Stars and a wish
- Exit Ticket

Summative Assessments:

- Common Unit Assessment at end of each Unit – **Required**
- Performance Task (See Below) - **Required**
- Oral/written exams (Mid Marking Period)
- Projects
- Portfolios

Performance Assessment Task: (Presentational)

Create a menu from a Spanish-speaking country; include the recipe with list of ingredients. Use Print Shop if available. Make presentation to class.

Scoring Criteria: See Appendix for appropriate rubric

Stage 3: Strategies:

Students use the target language in the three modes of communication to explore cultural products and practices related to food in the home and target cultures. They compare eating habits of teenagers in the home and target cultures. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

They interpret age- and level-appropriate authentic written and video/audio texts such as menus, supermarket advertisements, recipes, food blogs, and short video clips that focus on foods in the target culture.

- Read a Menu and order food and drinks from the menu (skit).
- Read short paragraphs describing/expressing likes and dislikes and answer questions.
- Write an entry via social network to express food preferences or describing a restaurant visit (follow teacher guidelines).

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions and express preferences related to food preferences, products and practices.

- Ask each other questions about preferences about food and drinks and request missing items from the waiter (A/B dialogues)
- Communicate with teacher and classmates in the target language to inquire about food, preferences, and prices.

Presentational:

They use lists, chunks of language, and memorized phrases to compare food preferences, products and practices in the home and target cultures.

- Create a menu from a Spanish-speaking country; include the recipe with list of ingredients.
- Practice ordering food and drinks in a restaurant and create a menu.

Differentiation Strategies:

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration

Suggested Resources:

- Textbook Avancemos 1
- Best Practices Teacher Guide
- Online Textbook : Classzone:
<http://www.classzone.com/cz/index.htm;jsessionid=xrLpRMVFLVp4pcq27Rfxkn7BB0HQMPZ15g7Y1cSyzh1JymnX9fqY!1325882433>
- Rosetta Stone
<https://trentonchs.rosettastoneclassroom.com/en-US/>
- List of useful websites for world language teachers
<http://www.paterson.k12.nj.us/departments/curr/curriculum/WORLD%20LANGUGES%20CURRIC/Websites%20for%20Teachers%20and%20Students.pdf>
- Culturally authentic multimedia resources: YouTube, video clips, music, art, films, documentaries
- Literature: Novels, short stories, fables, legends, poems
- Department of Education suggested assessment rubrics
<http://www.state.nj.us/education/cccs/1996/frameworks/worldlanguages/appendb.pdf>

Appendix A

Assessments/Strategies/Resources:

1. **Ads/Commercials/Videos** – Go to www.youtube.com. Search for ecotourism in the target language. Select videos that contain visuals and text that will assist students in understanding the message. **Be sure to view all the videos from start to finish before sharing them with the class.***
2. **Brochures** – To find brochures that contain lists and visual support do a target-language search for “vacation package”, “tourist office”, “places of interest”, or “tourism activities” in a specific city or country. An example can be found at http://www.acentorural.com/turismoactivo/turismo_activo_deporte_aventura_naturaleza_andalucia.asp. There is an interactive map.*
3. **Exit Ticket** - Use this technique to show you what students are thinking and what they have learned at the end of a lesson. Before students leave, they have to hand you a “ticket” filled out with an answer to a question, a solution to a problem, or a response to what they’ve learned. Exit Tickets help you assess if students have “caught what you taught” and plan for the next lesson or unit of instruction.
4. **Google Earth** – This web resource allows you to travel around the world. To download it, go to <http://earth.google.com/>. In order to provide students with authentic experiences, the language settings can be changed. Make changes in the program by clicking on “Tools”, then “Options” and finally “General”. Click on “Language” and select the language of your choice. *
5. **Magic Box** – Place authentic materials/props such as art books, souvenirs, tickets to events, menus, etc. and introduce each item as a means to provide a cultural setting and motivation. As a student selects an item from the box, hold it up and tell students what it represents. For example, if a student selects a ticket to a museum, describe it and tell where it is from, how much admission is, and what type of items can be found in the museum. Ask students questions related to item and tie it to their own cultural background. *
6. **Map/Travel Guide** – Using a map of the target language country, students will answer questions about tourist attractions, restaurants, and hotels. *

7. **PowerPoint** – A PowerPoint presentation can be an effective way to introduce students to new vocabulary and authentic images. Once the concepts are introduced, the teacher may incorporate authentic materials and questioning techniques to check for understanding and reinforcement.
8. **Role-Play** – It provides opportunities for students in small groups to assume different roles or create skits. In order to maximize language production during a role-play, brainstorm as a class: words, phrases, questions and statements you might hear during the role-play.
9. **3-2-1 Reflection Strategy** – 3 things you found out, 2 things you learned, 1 question you still have. There are different variations on-line for this activity.
10. **Think-pair-share (TPS)** is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material.
11. **TPR Storytelling** – Total Physical Response – This is an effective strategy to make language understandable to novice students. Go to World Language Curriculum page for the “Three Steps of TPR Storytelling”.
12. **Two Stars and a Wish** – This strategy lets students reflect on their own and each other’s work. Two Stars = two things that are good about a piece of work. One Wish = one thing that can be improved and made better.
13. **Visuals** – Incorporate authentic images in the form of prints or a PowerPoint slide show to introduce/reinforce the vocabulary by using word strips and questioning techniques.
14. **Weather Maps** – Use the image tab search “forecast” in a target language search engine to locate weather maps. Use the maps to check for understanding while providing additional input in the target language. Spiral questions by starting with yes/no, either/or and short responses. Sample questions: Is it cloudy in the center of Spain? What is the weather like in southern Spain?*

(*Adapted from World Languages Standard in Action – NJDOE)

Appendix B

Common Core State Standards

The Common Core State Standards for English Language Arts (ELA) and Literacy lay out a vision of what it means to be a literate person in the twenty-first century, describing the skills and understandings students are expected to demonstrate which have wide applicability outside the classroom or workplace. The expectations are described in the ELA Anchor standards across four strands: Reading, Writing, Speaking and Listening, and Language. These four strands are represented in the National Standards for Learning Languages three modes of communication (interpersonal, interpretive, and presentational) and the level of proficiency demonstrated.

The Common Core strands of Reading, Writing, Speaking and Listening are captured in the standards for learning languages' goal area of Communication.

- Interpersonal (speaking + listening or writing + reading)
- Interpretive (reading, listening, viewing)
- Presentational (writing, speaking, visually representing)

The Common Core Strand of Language is described for language learners through proficiency levels that outline three key benchmarks achieved in world language programs given sufficient instruction over time:

- Novice (beginning level)
- Intermediate
- Advanced

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Adapted from the Alignment of the National Standards for Learning Languages with the Common Core State Standards: Performance Expectations, www.actfl.org (June 21, 2013)

Please visit the Trenton Public Schools Curriculum World Language Website to view or download the complete document.

Appendix C Rubrics

Novice Interpersonal Rubric			
	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Is the student understood? (Comprehensibility)	The student is understood without difficulty.	The student is understood with occasional difficulty.	The student is understood only with much difficulty.
Does the student understand? (Comprehension)	The student understands without difficulty.	The student understands but sometimes needs repetition or restatement.	Most of the time, the student does not understand.
How well does the student use language? (Vocabulary Use & Language Control)	<p>The student uses simple sentences that may contain some errors but they do not impede communication.</p> <p>The student attempts to create.</p> <p>The student recognizes and uses vocabulary with ease.</p>	<p>The student mostly corrects with memorized language. The student makes more mistakes when trying to create language.</p> <p>The student recognizes and uses most of the vocabulary correctly.</p>	<p>The student communicates at the word level. Errors impede communication.</p> <p>The student knows a limited number of words / phrases.</p>
How well can the student keep the conversation going? (Communication Strategies)	The student can express the need for repetition and/or clarification	<p>The student uses memorized chunks of language to:</p> <ul style="list-style-type: none"> -Ask for repetition -State lack of understanding 	The student cannot keep the conversation going.

Adapted from the CAPS Rubrics: Consortium for Assessing Performance Standards, New Jersey FLAP Grant Project: More information is available at <http://flenj.org/CAPS?page=parent>

Novice Interpretive Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Can student understand what he/she heard or read? (Comprehension)	Answers are relevant and accurate and show that student understood what was heard or read.	Most of the answers are relevant and accurate and show that, for the most part, the student understood what was heard or read.	Answers are irrelevant and/or inaccurate and show that student really didn't understand what was heard or read.
What strategies does the student use to make meaning of what was said or read? (Communication Strategies)	Accurately identifies vocabulary words that have already been taught, and can figure out new words based on the context of what was heard or read.	Accurately identify most vocabulary words that have been taught.	Cannot accurately identify many vocabulary words that have been taught
Can student identify the main idea?	Student can identify the main idea.		Student cannot identify the main idea.
If there is a message beyond the literal one, can student understand it? (Interpretation)	Student can sometimes successfully interpret between the lines when necessary	Student attempts to interpret between the lines when necessary.	Student cannot interpret between the lines.

Adapted from the CAPS Rubrics: Consortium for Assessing Performance Standards, New Jersey FLAP Grant Project: More information is available at <http://flenj.org/CAPS?page=parent>

Novice Presentational Rubric Speaking

	Exceeds expectations	Meets Expectations	Does Not Meet Expectations
Can the audience understand the student? (Comprehensibility)	The audience understands the student without difficulty even though the student may have some hesitation when speaking.	The audience generally understands student. The student may have some hesitations or unnatural pauses when speaking.	The student is not clearly understood. There are frequent hesitations and many unnatural pauses.
How well does the student use the language? (Language Control & Vocabulary Use)	The student can use memorized language but as the student begins to create (produce simple sentences) with the language, more errors appear. Presentation is rich in appropriate vocabulary.	The student is mostly correct using memorized language. Student accurately uses vocabulary that has been taught.	The student is correct only at the word level. Vocabulary is limited and/or repetitive.
How well does the student capture and maintain audience's attention? (Impact)	Student uses gestures, visuals and tone of voice to maintain the audience's attention.	Student uses some gestures and visuals to maintain the audience's attention.	Student makes no effort to maintain the audience's attention.
How well does student organize the presentation? (Communication Strategies)	The presentation has a beginning, middle, and end. Main ideas are supported with examples.	The presentation has a beginning, middle, and end.	Student presents information randomly.

Adapted from the CAPS Rubrics: Consortium for Assessing Performance Standards, New Jersey FLAP Grant Project: More information is available at <http://flenj.org/CAPS?page=parent>

Novice Presentational Rubric: Writing

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Is the written message understandable? (Comprehensibility)	The reader understands without difficulty.	The reader understands with occasional difficulty.	The reader does not clearly understand.
How well does the student use the language? (Language Control & Vocabulary Use)	Student is mostly correct when producing simple sentences and makes errors when creating with the language. The writing is rich in appropriate vocabulary.	Student is mostly correct when using memorized language. Vocabulary reveals basic information.	Student is correct only at the word level. Vocabulary is limited and/or repetitive.
How well does the student capture and maintain the audience's attention? (Impact)	The writing is engaging and shows effort to appeal to the audience's interest.	Student makes some effort to maintain reader's attention.	Student makes no effort to maintain reader's attention.
How well does the student organize the presentation? (Communication Strategies)	Main ideas are supported with examples. Writing has a beginning, middle, and end.	Writing has a beginning, middle, and end.	Information is presented randomly.

Adapted from the CAPS Rubrics: Consortium for Assessing Performance Standards, New Jersey FLAP Grant Project: More information is available at <http://flenj.org/CAPS?page=parent>

Student Novice Interpersonal Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Does the teacher understand me? (Comprehensibility)	The teacher understands me without difficulty.	The teacher understands me with occasional difficulty.	The teacher understands me only with much difficulty.
Do I understand the teacher? (Comprehension)	I understand the teacher without difficulty.	I understand the teacher but sometimes I need repetition or restatement.	Most of the time I don't understand the teacher
How well do I use the Spanish language? (Vocabulary Use & Language Control)	I am mostly correct when producing simple sentences. I attempt to create. I recognize and use vocabulary with ease.	I am mostly correct with memorized language. I am less correct when I try to create language. I recognize and use most of the vocabulary correctly.	I can only communicate at the word level. I use a limited number of words / phrases.
How well do I keep the conversation going? (Communication Strategies)	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.

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Student Novice Interpretive Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Can I understand what I heard or read? (Comprehension)	My answers are relevant and accurate and show that I understood what I heard or read.	Most of my answers are relevant and accurate and show that, for the most part, I understood what I heard or read.	My answers are irrelevant and/or inaccurate and show that I really didn't understand what I heard or read.
What strategies do I use to help me understand what I heard or read? (Communication Strategies)	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.	I accurately identify most vocabulary words that I have already been taught	I cannot accurately identify many vocabulary words that I have already been taught
Can I identify the main idea?	I can identify the main idea		I cannot identify the main idea
If there is a message beyond the literal one, can I understand it? (Interpretation)	I can sometimes successfully interpret between the lines when necessary	I attempt to interpret between the lines when necessary	I cannot interpret between the lines.

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Student Novice Presentational Rubric Speaking

	Exceeds expectations	Meets Expectations	Does Not Meet Expectations
<p>Can the audience understand me? (Comprehensibility)</p>	<p>The audience understands me without difficulty even though I may have some hesitation when I speak.</p>	<p>The audience generally understands me. I may have some hesitations or unnatural pauses when I speak.</p>	<p>I am not clearly understood. I have frequent hesitations and many unnatural pauses.</p>
<p>How well do I use the language? (Language Control & Vocabulary Use)</p>	<p>I am correct with memorized language but as I begin to create (produce simple sentences) with the language, I have difficulty being correct.</p> <p>My presentation is rich in appropriate vocabulary.</p>	<p>I am mostly correct with memorized language.</p> <p>I accurately use vocabulary that I have been taught.</p>	<p>I am correct only at the word level.</p> <p>My vocabulary is limited and/or repetitive.</p>
<p>How well do I capture and maintain my audience's attention? (Impact)</p>	<p>I use gestures, visuals and tone of voice to maintain my audience's attention.</p>	<p>I use some gestures and visuals to maintain my audience's attention.</p>	<p>I make no effort to maintain my audience's attention.</p>
<p>How well do I organize the presentation? (Communication Strategies)</p>	<p>My presentation has a beginning, middle, and end. My main ideas are supported with examples.</p>	<p>My presentation has a beginning, middle, and end.</p>	<p>I present information randomly.</p>

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Student: Novice Presentational Rubric Writing

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Do we understand you? (Comprehensibility)	The reader understands me without difficulty.	The reader understands me with occasional difficulty.	The reader does not clearly understand me.
How well do I use the language? (Language Control & Vocabulary Use)	I am mostly correct when producing simple sentences and make errors when creating with the language. My writing is rich in appropriate vocabulary.	I am mostly correct with memorized language. My vocabulary reveals basic information.	I am correct only at the word level. My vocabulary is limited and/or repetitive.
How well do I capture and maintain my audience's attention? (Impact)	My writing is engaging and shows effort to appeal to the audience's interest.	I make some effort to maintain reader's attention.	I make no effort to maintain reader's attention.
How well do I organize the presentation? (Communication Strategies)	My main ideas are supported with examples.	My writing has a beginning, middle, and end.	I present information randomly.

Adapted from the CAPS Rubrics: Consortium for Assessing Performance Standards, New Jersey FLAP Grant Project: More information is available at <http://flenj.org/CAPS?page=parent>

Appendix D Websites

<http://www.state.nj.us/education/aps/cccs/wl/> (NJDOE World Language Home Page)

<http://www.state.nj.us/education/modelcurriculum/wl/> (WL Model Curriculum)

<http://www.actfl.org/sites/default/files/pdfs/PerformanceDescriptorsLanguageLearners.pdf> (Performance Descriptors)

<http://actflproficiencyguidelines2012.org/> (Proficiency Guidelines)

http://seclang.ncwiseowl.org/resources/lingua_folio/lingua_folio_materials/ (Self-Assessment Checklists)

<http://www.state.nj.us/education/aps/cccs/wl/> (NJDOE World Language Home Page)

<http://www.state.nj.us/education/modelcurriculum/wl/> (WL Model Curriculum)

<http://www.actfl.org/sites/default/files/pdfs/PerformanceDescriptorsLanguageLearners.pdf> (Performance Descriptors)

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<http://flenj.org/CAPS?page=parent> (Rubrics)