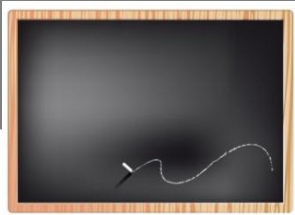


School District of South Orange-Maplewood
World Language Curriculum –Grades 9-12
AP Spanish Language and Culture



**The School District of
South Orange-Maplewood**

September 2013

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World Languages/ESL Program Philosophy:

The mission of the World Languages/ESL Program is to provide students with the knowledge and skills necessary for them to function with competence and confidence in a language other than their own and to be able to interact and communicate with members of other cultures while gaining a greater understanding of and respect for the cultural perspectives, practices, and products of different countries.

GOALS

The goals of the World Languages program are as follows:

All students will demonstrate command of the targeted language through written and oral communication. This means that all students will:

- Develop the ability to understand the spoken language;
- Communicate orally in the language;
- Develop the ability to extract and interpret information through reading;
- Develop the ability to communicate in writing; and
- Develop an appreciation for basic behavioral, cultural, and linguistic patterns of the language community, whether abroad or in the United States.

All students will recognize the interrelationship between language and culture for at least one world language other than English.

This means that all students will:

- Gain greater insight and appreciation for the English language and American culture through the study of another language;
- Understand how language works;
- Improves the ability to understand career opportunities related to the study of other cultures;

- And, gain greater personal satisfaction as a citizen of the world.

Comparing and contrasting language and culture promotes cross-cultural discourse, understanding, and appreciation for diversity. Thus, studying a foreign language provides students with insight into the lives and culture of other people, allowing them to focus attention on how language and culture interact. This interaction helps students reflect on cultural patterns. Through this reflection, they gain insight into their own language and culture and an understanding of the similarities and differences among cultures. This further allows them to frame thoughts and opinions while developing their own view of the world.

World Language Curriculum

AP Spanish Language and Culture

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Course Overview

The AP® Spanish Language and Culture course is conducted exclusively in Spanish and encourages students to do likewise [CR1]. The teacher consistently encourages students to use the target language with both the teacher and their peers. Students are also encouraged to develop those skills outside the classroom and find opportunities to practice and use the language in real contexts. This course provides students with the instructional materials and experiences equivalent to those of a third-year college. These materials include a variety of authentic readings, audios, and videos intended to develop students' reading abilities and aural comprehension of the target language.

The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources; as well as traditional print resources that include literature, essays, and magazine and newspaper articles; and also a combination of visual/print resources such as charts, tables, and graphs; all with the goal of providing a diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. Central to communication is the following premise from the Curriculum Framework: “When communicating, students in the AP Spanish Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities).”

This course is also designed to provide students with frequent opportunities to develop and practice their speaking skills in a variety of settings, types of discourse, topics, and registers. This course also provides students with frequent opportunities to practice and develop their writing skills in both formal and informal contexts. For example, students have weekend assignments intended to develop those skills. They are asked to read authentic news and react formally and critically to it. Students are also asked to keep a diary and include a weekly entry. Overall, the course is designed to provide frequent opportunities for students to integrate the four language skills: reading, writing, listening, and speaking, through the use of authentic materials. Students are consistently integrating the communication modes delineated by the ACTFL performance guidelines for K-12 learners: interpersonal, interpretative, and presentational.

The course will follow the curricular requirements (CR) established by College Board:

| Curricular Requirements | | Page |
|--------------------------------|--|------------------------|
| CR1 | The teacher uses the target language almost exclusively in class and encourages students to do likewise. | 7 |
| CR2a | Instructional materials include a variety of authentic audio and video recordings | 24, 25 |
| CR2b | Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles | 15, 16, 24 |
| CR2c | Instructional materials include a variety of authentic literary texts. | 20, 25 |
| CR3a | The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range. | 15, 16, 19, 20, 24, 23 |
| CR3b | The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range. | 23, 24 |
| CR4a | The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials. | 16, 19, 20 |
| CR4b | The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources. | 16, 20, 25 |
| CR5a | The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range. | 16, 20, 25 |

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| CR5b | The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range. | 24 |
| CR6a | The course explicitly addresses the Global Challenges theme | 21 |
| CR6b | The course explicitly addresses the Science and Technology theme. | 15 |
| CR6c | The course explicitly addresses the Contemporary Life theme. | 13, 15 |
| CR6d | The course explicitly addresses the Personal and Public Identities theme. | 23 |
| CR6e | The course explicitly addresses the Families and Communities theme. | 13 |
| CR6f | The course explicitly addresses the Beauty and Aesthetics theme. | 17 |
| CR7 | The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures. | 20 |
| CR8 | The course provides opportunities for students to make comparisons between and within languages and cultures. | 24, 25 |
| CR9 | The course prepares students to use the target language in real-life settings. | 14, 15, 21 |

Course Objectives

- Speak with fluency and accuracy, and understand spoken language both in formal and informal settings.
- Express ideas, knowledge, and opinions accurately and fluently in a variety of formal and informal writing contexts.

- Improve the students reading skills of authentic materials: magazines, newspapers, printed articles, and literary works.
- Discussions and presentations of a variety of cultural topics of current and past topics that describe and present Spanish and Hispanic culture.

Organization

The course revolves around the main textbook used in the classroom: TEMAS. The teacher has accessed and incorporated the syllabus designed by Ms. Parthena Draggett, one of the contributors of TEMAS which provides detailed Unit plans to use TEMAS in the classroom. “TEMAS is the primary resource or anchor for the course, very aligned and written in concert with the guidelines and explanations in the Curriculum Framework. All units begin with “*Preguntas esenciales*” and are also structured to include six contextual lessons, each reflecting a recommended context of the Curriculum Framework”. In addition, the teacher will also access and incorporate several thematic units from other sample syllabi, as appropriate or needed for additional work for students. The following are the syllabi used to supplement the use of “Temas”:

- Sample syllabus 1- ID# 1029710v1
- Sample syllabus 2- ID# 1029718v1
- Sample syllabus 3- ID# 1029720v1
- Sample syllabus 4- ID# 1029722v1

(http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/3499.html)

Teaching Strategies

All activities in the classroom are aimed at integrating the four language skills in as much as possible. For example, if the students read a text, the teacher might first ask students to work in groups and try to imagine what the text will be about by just reflecting on the title of the article. The students and the teacher discuss their ideas. Students might be asked to write down their initial ideas. The teacher will also look for audio sources that relate or complement the text and have students listen to it, discuss the implications and finally ask the students to formally react and present, and critically analyze the information that they have read, listened and discussed.

The teacher uses a variety of authentic video and audio recordings to develop the students' listening abilities. Right now, themes will be selected so that they are in alignment with the six themes developed for the AP Spanish language and culture Curriculum Framework. For example, the teacher has a subscription to "Authentic". This magazine includes authentic readings and listening activities. The teacher also records his/her own TV commercials, news, and other types of programs to develop listening activities and comprehension questions similar to those in the AP oral exam. In addition, the teacher also draws material from the Internet. For example, the teacher uses videos published on different newspapers or other interesting web sites. Nowadays, most newspapers include videos of current news. The teacher frequently uses them in the classroom to develop the students' listening skills.

Students work in collaborative groups. Everyday in their groups, a student briefly presents an article they have read over the weekend. He or she briefly explains the main ideas in the article and why he or she chose to read that article. The rest of the class is encouraged to ask questions about the article. Students' grades have an everyday oral participation added to their marking period grade. Students are always encouraged to use the language with their peers and teacher at all times. There are signs in the classroom that reinforce the idea that we only speak Spanish in the classroom.

As mentioned earlier, students have a chance to formally present in their groups the articles they have read for the week. The students and the teacher also engage in discussions in the class on a variety of topics. These discussions many times require that students use a variety of registers. Oftentimes, the class discusses the implications of the readings done in class. Students tend to share ideas in groups and share their ideas with the class. Other times, the class simulates dialogues based upon the texts read. For example, if the class reads a text about the life of somebody. The teacher might ask the students to simulate a dialogue between an interviewer and the person, or themselves and the person, etc. The teacher also uses a number of textbooks and provides students with contextual situations that encourage them to engage in real conversations

Finally, students have to write a formal persuasive essay every week. The first marking period (8 weeks), students are asked to write an essay by answering a prompt aligned with the theme being discussed. During those 8 weeks, the teacher thoroughly corrects the essays and works on the most common mistakes students make in their essays. This way, students learn to identify their most common mistakes and correct them. The following three marking periods (the rest of the school year), the teacher edits the students' compositions and they have to correct and turn in a final essay. In other words, students are constantly writing and editing their work. The teacher also

incorporates other written styles throughout the year. The second, third and fourth marking periods, the essays will also include an informal written email response. These essays will be designed in alignment with the new AP requirements. This prepares them for the kind of compositions or written texts that they will have to produce for the exam (a formal persuasive essay and formal email reply).

The following Thematic Units follow the recommended College Board approved syllabi samples and the syllabus provided by Parthena Draggett to use in conjunction with Temas.

Scope and Sequence:

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| <p>Unit 1</p> | <p>Tema 1: Families and Communities / Las familias y las comunidades [CR6c] & [CR6e]</p> <p>Context:</p> <ul style="list-style-type: none"> • Education Communities / Las comunidades educativas • Social Networking / Las redes sociales • Human Geography / La geografía humana • Customs and Values / Las tradiciones y los valores • Global Citizenship / La ciudadanía global • Family Structure / La estructura de la familia <p>Essential Questions:</p> <ul style="list-style-type: none"> • What constitutes a family in different societies? / ¿Cómo se define la familia en distintas sociedades? • How do individuals contribute to the well-being of communities? / ¿Cómo contribuyen los individuos al bienestar de las comunidades? • How do the roles that families and communities assume differ in societies around the world? / ¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diferentes sociedades del mundo? <p>Sample learning Activities / Assessment and Resources:</p> <p>This example is based on Tema 1, Contexto 4 from TEMAS, pages 48-61.</p> <p>Contexto 4: Las tradiciones y los valores</p> <p>1. Puntos de partida (interpersonal speaking): Begin by exploring the Puntos de partida to get students thinking critically within the context and to start activating prior knowledge and cultural experiences that they have had. Read and discuss in small group interpersonal format; then share out:</p> <p>Las tradiciones y los valores son elementos básicos de una cultura y se encuentran estrechamente relacionados. Usualmente, ambos se transmiten de generación en generación, y las tradiciones que uno elige preservar reflejan un sistema de creencias o valores.</p> <ol style="list-style-type: none"> 1. ¿Cuáles son los principales factores que influyen en la formación de los valores de una persona? 2. ¿Cómo pueden las reglas y costumbres de una familia reflejar sus valores? |
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3. ¿Cuál es el papel de la familia en la formación de los valores de los jóvenes?

2. Interpersonal Communication/Exploring one's own cultural practices and perspectives:

- A. Las reglas de casa
- B. Las relaciones con mis padres
- C. ¿Qué tipo de padre o madre serías?

3. Lectura auténtica #1: El niño y la niebla

“Antes de leer” activities that focus on interpersonal communication and help students to think critically about this context as it relates to their own lives, thus preparing them to make connections between their own and Spanish-speaking cultures.

“Después de leer” activities that include: comprehension, making inferences, making comparisons, and drawing conclusions within the context. The goal is to guide students to be able to think more critically and to answer the essential questions of the Unit.

4. Ensayo persuasivo (presentational writing):

¿Cómo pueden las reglas y costumbres de una familia reflejar sus valores?
Usando ejemplos de la lectura y de tus propias experiencias, escribe un ensayo persuasivo en el que respondas a la pregunta anterior. El ensayo debe incluir por lo menos tres párrafos, según este esquema:

- A. Un párrafo en el que presentes tu tesis.
- B. Un párrafo de explicación en el que analices y apoyes la tesis mediante argumentos lógicos.
- C. Un párrafo final en el que concluyas tu análisis y resumas los argumentos que sustentan la tesis.

5. Lectura auténtica #2: Homenaje a las madres de la tradición artesana

Students will again, as with all authentic resources, have a spiraled, guided reading with pre-reading and post reading activities that lead them to explore cultural products, practices, and perspectives of the culture presented, in this case very particular to Colombia.

6. Presentación oral (presentational speaking, cultural comparison):

Elige una de las tradiciones de tu país y haz una presentación oral en la que respondas a las preguntas de la Actividad 2. Además, compara la tradición de la que vas a hablar con una tradición de un país hispanoparlante que te sea familiar [CR9].

7. Integración del tema: Every Thematic Unit or Tema will end with an essay that students will write after revisiting and rethinking that particular theme's "Preguntas esenciales"

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| <p>Unit 2</p> | <p>Tema 2: Science and Technology / La ciencia y la tecnología: La vida en el medio de la tecnología</p> <p>[CR2b] & [CR3a] [CR6b] & [CR6c]</p> <p>Contexts:</p> <ul style="list-style-type: none"> • Access to Technology / El acceso a la tecnología • Effects of Technology on Self and Society / Los efectos de la tecnología en el individuo y en la sociedad • Health Care and Medicine / El cuidado de la salud y la medicina • Innovations / Las innovaciones tecnológicas • Natural Phenomena / Los fenómenos naturales • Science and Ethics / La ciencia y la ética <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do developments in science and technology affect our lives? / <i>¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?</i> • What factors have driven innovation and discovery in the fields of science and technology? / <i>¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?</i> • What role does ethics play in scientific advancement? / <i>¿Qué papel cumple la ética en los avances científicos?</i> |
| | <p>Sample Learning Activities/Resources:</p> <p>Student-centered questions:</p> <ol style="list-style-type: none"> 1. ¿Qué aparatos tecnológicos empleas todos los días? 2. ¿Si tuvieras que escoger sólo un útil tecnológico y rendir todos los otros, cuál sería y por qué lo escogerías? 3. ¿Cómo afectaría esta decisión tu vida y qué desafíos tendrías sin los otros aparatos tecnológicos? <p>Class discussion of the most important technological tool that is part of the students' lives or that of family members. [CR3a] & [CR9]</p> |

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| | <p>Students read the latest news in technological advancement at NCYT: http://noticiasdelaciencia.com</p> <p>Assign students articles and Podcasts by topics (ciencia, tecnología, medio ambiente, salud, psicología) and share their learning with the class in short oral presentations with a visual stimulus and Voice Thread. [CR2b] & [CR5a]</p> <p>Students listen to and read news about stem cell research and come prepared for a class debate on the pros and cons of stem cell research. They bring evidence from www.bionetonline.org/castellano/content/scintro.htm and www.rtve.es/noticias/celulas-madre/ or other sources to back up their opinion. [CR2b]</p> |
| | <p>Assessments:</p> <p>Integrated Assessment: Step One: Audio, Visual, and Audiovisual Interpretive Communication</p> <p>Written and Print Interpretive Communication: Students research a health, educational, emergency, or societal issue or tool that has been improved by technology. They plan a presentation of their findings by considering the essential questions and comparing how the issue or tool has changed life compared to 25 years ago. Students must include graphs, tables, statistics, etc. as visuals for the class. In planning their presentations, students address: <i>¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas? ¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología? ¿Qué papel cumple la ética en los avances científicos?</i> [CR4a] & [CR4b]</p> <p>Step Two: Spoken Presentational Communication, Written Presentational Communication, Spoken Interpersonal Communication: Students present findings to the class through a multimedia presentation using Prezi or other tool. Students take notes on an advanced organizer to be used in step three. Peers ask student presenters questions for clarification or where information for the organizer is missing. [CR3a] & [CR5a]</p> <p>Step Three: Written Interpersonal Communication: Students choose the two scientific and/or technological advancements presented that they believe are the most important and explain why in a class Blog or journal. They must read previous entries first, react to them, and add their choices with rationale as they consider these essential questions: <i>¿Qué impacto tiene el desarrollo</i></p> |

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| | <p><i>científico y tecnológico en nuestras vidas? ¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología? ¿Qué papel cumple la ética en los avances científicos? [CR3b]</i></p> |
| <p>Unit 3</p> | <p>Tema 3: Beauty and Aesthetics / La belleza y la estética [CR6f]</p> <p>Context:</p> <ul style="list-style-type: none"> • Defining Beauty / Definiciones de la belleza • Fashion and Design / La moda y el diseño • Language and Literature / El lenguaje y la literatura • Visual and Performing Arts / Las artes visuales y escénicas • Architecture / La arquitectura • Defining Creativity / Definiciones de la creatividad <p>Essential Questions:</p> <ul style="list-style-type: none"> • How are perceptions of beauty and creativity established? / ¿Cómo se establecen las percepciones de la belleza y la creatividad? • How do ideals of beauty and aesthetics influence daily life? / ¿Cómo influyen los ideales de la belleza y la estética en la vida cotidiana? • How do the arts both challenge and reflect cultural perspectives? / ¿Cómo las artes desafían y reflejan las perspectivas culturales? <p>Sample learning Activities / Assessment and Resources:</p> <p>Lecturas auténticas:</p> <p>“El concepto de lo estético a través de la historia” “Encuesta sobre la belleza” “Hipsters, la moda de no estar a la moda” “Resultados de la encuesta: ¿qué opinas de las marcas de moda?” “La literatura y la vida”, por Mario Vargas Llosa Cien años de soledad, por Gabriel García Márquez “Lo mágico, enigmático y místico en el arte de Remedios Varo” “Museo Nacional de Bellas Artes”</p> <p>Selecciones auténticas de audio:</p> <p>“Belleza y autoestima” “¿Ser diseñador es un privilegio?” “Isabel Allende: “Escribir es igual que enamorarse” “30 años del Guernica”</p> <p>This example is based on TEMAS, pages 140-207.</p> |

Comunicación interpersonal escrita:**1. “Todo es según el color del cristal con que se mira”**

1. ¿Qué significado tiene la cita?
2. ¿Estás de acuerdo con este dicho? Explica.
3. Da un ejemplo de la vida real en el que se pueda aplicar este dicho popular.
4. ¿Hay algún dicho popular similar en inglés? ¿Cuál es y cómo lo traducirías al español?

2. Escríbele a Vargas Llosa (Después de leer su ensayo «La literatura y la vida»)

Escríbele un mensaje electrónico a Mario Vargas Llosa en el que le expreses tu opinión sobre el ensayo «La literatura y la vida» y le pidas otros consejos para ti y tus compañeros, jóvenes lectores que se inician en el mundo de la literatura. Recuerda que, dado que es un personaje respetable a quien no conoces, debes dirigirte a él utilizando la forma de «usted».

3. Una visita a un museo (Antes de leer «Museo Nacional de Bellas Artes» de Santiago, Chile)

Una estudiante chilena visita tu comunidad y quiere ver un museo de arte. Planea una excursión para ella y escríbele en un mensaje los detalles. Incluye esta información:

- El nombre de un museo de arte que esté cerca de tu comunidad
- Una breve descripción del museo y un poco de historia sobre el mismo
- El lugar donde está ubicado y cómo puede llegar allí
- El precio de la entrada, los horarios del museo y las exposiciones permanentes

Comunicación interpersonal oral:**1. Temas de la lectura** (Después de leer «El concepto de lo estético a través de la historia»)

- ¿Qué aprendiste en esta lectura sobre la evolución del concepto de la belleza?
- ¿Qué información nueva te aportó este texto? Habla con un/a compañero(a) sobre lo que más te llamó la atención de este artículo.

Comunicación oral - interpersonal y presentacional:

Una encuesta (Antes de leer «Encuesta: ¿qué opinas de las marcas de moda?»)

En pequeños grupos, elaboren una encuesta para averiguar si a los estudiantes de español les gusta llevar ropa de marca y por qué; qué marcas son sus favoritas y qué opinan de las personas que no eligen ropa en función de la marca. Después de obtener sus respuestas, organicen los resultados

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| | <p>visualmente en un cuadro o con barras estadísticas. (Esta estrategia sirve bien para ayudar a los estudiantes con el desarrollo e interpretación de tablas y gráficas.)</p> <p>Ensayo filosófico (para concluir el contexto de «Definiciones de la belleza»)</p> <p>Escribe un ensayo filosófico en el que analices esta pregunta: ¿Cómo se establecen las percepciones de la belleza en el individuo?</p> |
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| <p>Unit 4</p> | <p>Tema 4: Los Retos de los Adolescentes</p> <p>Contemporary Life / La vida contemporánea. [CR3a] & [CR4a]</p> <p>Context:</p> <ul style="list-style-type: none"> • Education and Careers / La educación y las carreras profesionales • Entertainment / El entretenimiento y la diversión • Travel and Leisure / Los viajes y el ocio • Lifestyles / Los estilos de vida • Relationships / Las relaciones personales • Social Customs and Values / Las tradiciones y los valores sociales • Volunteerism / El trabajo voluntario <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do societies and individuals define quality of life? / ¿Cómo definen los individuos y las sociedades su propia calidad de vida? • How is contemporary life influenced by cultural products, practices, and perspectives? / ¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea? • What are the challenges of contemporary life? / ¿Cuáles son los desafíos de la vida contemporánea? <p>Sample learning Activities / Assessment and Resources:</p> <p>Student-centered questions about students' knowledge of historical events in their own society and how they have affected community and family traditions and values, helping to define contemporary society:</p> <ol style="list-style-type: none"> 1. <i>¿Por qué tuvo lugar la revolución americana? ¿Cómo era la vida de las familias antes de esa revolución?</i> 2. <i>¿Cuáles son unas prácticas y/o algunos productos de esa guerra en la vida contemporánea?</i> <p>Class discussion about important events of the Mexican Revolution (pre- and post- as well).</p> <p>Students read <i>México</i> excerpt from <u>Nuevas Vistas Curso Dos</u> text and discuss</p> |
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the role of traditions and values in contemporary Mexican society. **[CR3a] & [CR4a]**

Students examine Diego Rivera’s art reflecting Mexico’s history and discuss Rivera’s philosophy in painting them as a record of Mexican society. **[CR3a] & [CR4a]**

Interpretive listening: *El Anillo del General Macías*, Niggli. Discussion of how war affects families, human emotions, and quality of life. **[CR4a]**

Students make comparisons to other Hispanic cultures or their own, found in literature or art, that show similar influences of war.

Students read excerpt from *Máscaras mexicanas*, Paz. Discuss why Paz chose this title. **[CR2c] & [CR4b]**

Students discuss and analyze the following stanza by Alfonso Reyes and explain how it applies to communities of the world:

Y es tanta la tiranía de esta disimulación que aunque de raros anhelos se me hincha el corazón, tengo miradas de reto y voz de resignación. **[CR4b]**

Students present about current events and use the content of the presentations in a discussion about Mexico asking:

¿Cómo contribuyen lo individuos hoy en día al bienestar de las familias y comunidades mexicanas? **[CR5a]**

Assessments:

Written and Print Interpretive Communication:

Students formulate short answer written responses to *El Anillo del General Macías* focusing on cause and effect questions. Students consider the following essential question as they formulate their responses: *¿Cómo definen los individuos y las sociedades su propia calidad de vida?* **[CR2c] & [CR4b]**

Spoken Presentational Communication: After reading *Máscaras mexicanas* and exploring Mexico’s pre and post revolution history, students compare México’s past and that of another Hispanic culture (or our own), citing similar past or current challenges as they consider and respond to the essential questions: *¿Cómo contribuyen los acontecimientos e individuos históricos al bienestar de las comunidades? ¿Cómo cambian los papeles que asumen las comunidades y las familias como resultado de los acontecimientos históricos? ¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?* **[CR5a]**

Spoken Interpersonal Communication: Students consider the essential question, *¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?*

Students discuss the question citing evidence from the unit as they comment, ask questions, draw conclusions, make predictions, and the like. **[CR3a] & [CR7]**

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| Unit 5 | <p>Tema 5: Global Challenges / Los desafíos mundiales [CR6a]</p> <p>Context:</p> <ul style="list-style-type: none"> • Economic Issues / Los temas económicos • Environmental Issues / Los temas del medio ambiente • Philosophical Thought and Religion / El pensamiento filosófico y la religión • Population and Demographics / La población y la demografía • Social Welfare / El bienestar social • Social Conscience / La conciencia social <p>Essential Questions:</p> <ul style="list-style-type: none"> • What environmental, political, and social issues pose challenges to societies throughout the world? / ¿Cuáles son los desafíos sociales, políticos y del medio ambiente que enfrentan las sociedades del mundo? • What are the origins of those issues? / ¿Cuáles son los orígenes de esos desafíos? • What are possible solutions to those challenges? / ¿Cuáles son algunas posibles soluciones a esos desafíos? <p>This example is based on TEMAS, pages 278-347.</p> <p>Sample learning Activities / Assessment and Resources:</p> <p>Comunicación interpersonal escrita:</p> <ul style="list-style-type: none"> • <i>Un mensaje electrónico</i> (Después de leer y discutir los Puntos de partida de Los temas del medioambiente/Contexto 2) • <i>Carta a un funcionario</i> (Después de escuchar “Las ciudades son de los ciudadanos”) [CR9] <ol style="list-style-type: none"> 1. Expresa tu preocupación por los graves problemas que enfrenta la ciudad. 2. Preséntale algunas sugerencias que, en tu opinión, podrían mejorar la situación. 3. Señala algunos ejemplos de ciudades que han atravesado por situaciones similares y la manera como han salido adelante. 4. Felicítalo por la importante labor que ha venido desempeñando. 5. Despidete muy cordialmente. |
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Comunicación interpersonal oral:

Soluciones (Después de leer el fragmento de la novela gráfica Arrugas, por PacoRoca)

En pequeños grupos, piensen en algunas soluciones sociales para mejorar la calidad de vida de los ancianos. Analicen estas preguntas y después compartan sus ideas con toda la clase: ¿cómo podemos contribuir individual y colectivamente para proporcionar bienestar a los ancianos? ¿Qué acciones debe adelantar el gobierno local y nacional para garantizar una buena calidad de vida para todos los ancianos?

Comunicación oral - interpersonal y presentacional:

- Comparación cultural (Después de leer y analizar las estadísticas y cifras presentadas en “Encuesta de consumo sustentable en Chile”)

Comunicación presentacional escrita:

- En el periódico (Después de leer “La desglaciación de la cordillera andina”) Basándote en la información del texto y la que encuentras en línea sobre la religión andina, escribe un artículo periodístico sobre la importancia cultural y religiosa de la pérdida de glaciares en Perú.
 1. Primero, describe lo que pasa y la manera como afecta a la gente de Perú.
 2. Di por qué los glaciares se derriten e incluye datos sobre la rapidez con la que este fenómeno ocurre.
 3. Explica las implicaciones religiosas de la pérdida de los glaciares.
 4. Repasa lo que has escrito y corrige los posibles errores que hayas cometido.

Comunicación presentacional oral:

Investigación de una empresa (Antes de leer Manual del perfecto idiota latinoamericano)

¿Qué efectos tienen las empresas transnacionales en la economía de los países en vías de desarrollo? ¿Sabías que en la primera mitad del siglo XX la compañía estadounidense United Fruit tenía una de las marinas privadas más grandes del mundo y poseía el 70% de la tierra privada de Guatemala, así como su sistema de ferrocarriles?

En grupos, investiguen sobre la presencia de United Fruit en Guatemala (o sobre la presencia de alguna otra multinacional en un país hispanoamericano) y elaboren un reportaje para la clase. Prepárense para responder a las preguntas que sus compañeros puedan tener.

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| | <p>Temas: Actividades 5, 6, 7, 8 & 9:</p> <ul style="list-style-type: none"> • Solicitar un micropréstamo • Elaborar la propuesta • Presentación de la propuesta • Comité de selección • Evaluación escrita |
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| <p>Unit 6</p> | <p>Tema 6: Personal and Public Identities / Las identidades personales y públicas [CR6d]</p> <p>Context:</p> <ul style="list-style-type: none"> • Alienation and Assimilation / La enajenación y la asimilación • Heroes and Historical Figures / Los héroes y los personajes históricos • National and Ethnic Identities / La identidad nacional y la identidad étnica • Personal Beliefs / Las creencias personales • Personal Interests / Los intereses personales • Self-Image / La autoestima <p>Essential Questions:</p> <ul style="list-style-type: none"> • How are aspects of identity expressed in various situations? / ¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones? • How do language and culture influence identity? / ¿Cómo influyen la lengua y la cultura en la identidad de una persona? • How does one’s identity develop over time? / ¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo? <p>Sample learning Activities / Assessment and Resources:</p> <p>As an introduction to the topic, students respond in written form to one or all of the following questions in their journal for the week. After having read the journal entries, the teacher selects one as an example to share with the class. This forms the basis for an in-class discussion based on the journal entry.</p> <p>[CR3a] & [CR3b]</p> <ul style="list-style-type: none"> • ¿Cómo se identifica una persona? • ¿Cómo influye la familia en la identidad de una persona? |
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- **Un documento legal, ¿le identifica a una persona?**

Vocabulary:

In order to activate prior knowledge, students brainstorm a list of vocabulary words relative to the topic/theme; adjectives of description, hobbies, interests, and terms related to national and ethnic identity. They discuss the meaning of the words, ask questions, ask for clarification if needed, and add them to the list. The instructor may add words not mentioned in the activity. **[CR3a]**

Students will use words from the list as they work through the assignments in this unit.

Audio and Audiovisual Interpretive Communication

Students listen to the song “*Latinos en Estados Unidos*” by Celia Cruz

With a partner, students discuss the content and share their opinions as to whether they agree or disagree with how Latinos in the United States are described in Cruz’s song:

www.youtube.com/watch?v=jldJfUMfbJU

Students view the video (1:11-2:14) “*El reto de ser joven latino en Estados Unidos.*”

www.youtube.com/watch?v=j6W_xXvRc2Y **[CR2a]**

In a small group, students discuss the content of the video and ask questions that elicit opinions from others in the group. They then debate the following comment:

“*El tema de la identidad es esencial para el crecimiento.*” An additional discussion question could be: Do young people in your community question their identity based on their experiences? **[CR3a]**

Written Interpersonal Communication

Students respond to the following questions in an online blog: *¿Cómo es la vida de los inmigrantes en tu comunidad? ¿Qué hace tu comunidad para ayudar a los inmigrantes?*

Students respond to the question and then minimally respond to two other student responses. **[CR3b]**

Print Interpretive Communication

Students search for authentic articles from Spanish-speaking newspapers that focus on the lives of immigrants in the United States. **[CR2b]** Formative Assessment: Students write a brief summary of the article. Then, in a written presentation, they compare the information in the article with their own community. **[CR5b] & [CR8]**

Spoken Interpersonal and Presentational Communication

At home, each student responds to the following question in writing:

¿Cómo se puede sentir un joven estudiante con raíces latino americanas en

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| | <p><i>estos momentos en Arizona?</i></p> <ul style="list-style-type: none">• The next day, students share their responses via oral presentations to small groups. [CR5a]• They then watch the video “Ser Latino en USA: los jóvenes”(www.youtube.com/watch?v=2phQLNtWGr4&safety_mode=true&persist_safety_mode=1/) As they watch the video, they take notes regarding the point of view, as they will use these for an oral presentation. This activity can be completed in one or two days as the video is 30 minutes in length. The teacher could stop at 10:46 and continue at 12:37 through to the end as well. [CR2a]• At home, students use GoogleVoice to compare a point of view from the video interviews and their original writing. This work will be scored according to the scoring guidelines for presentational speaking: Cultural Comparison. [CR8] <p><u>Print Interpretive Communication</u></p> <p>Students are assigned the story by Francisco Jiménez: “<i>Cajas de Cartón</i>” focusing on the essential questions in the unit as a jumping off point for discussion. Students participate in a variety of activities and assessments, both formative and summative, related to Jimenez’s story and its connection to the theme. Examples of activities: directed comprehension questions, illustration of one of the chapters in the book, oral presentation-PPT highlighting one of the chapters. [CR2c] & [CR4b]</p> |
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Textbooks and Supplemental textbooks & Materials:

Main Textbook

Conlin, C., Draggett, P., Ehrsam, M., & Millán, (2013) *Temas: AP[®] Spanish Language and Culture*. E. Vista Higher Learning.

Frisancho, Jorge, (2013). *AP Spanish Language and Culture Exam Preparation*. Vista Higher Learning.

Supplemental Textbooks and Materials

Arnal, C. & Ruiz De Garibay (2004). *Escribe en Español*. Alcobendas: Madrid. SGEL.

Bucay, J. (1999). *Cuentos para Pensar*. Barcelona: España. RBA

College Board Sample syllabus 1- ID# 1029710v1

College Board Sample syllabus 2- ID# 1029718v1

College Board Sample syllabus 3- ID# 1029720v1

College Board Sample syllabus 4- ID# 1029722v1

Couch, J.H., McCann, R.D., Rodríguez-Walter, C., & Rubio-Maroto, A. (1993). *Una vez más: Repaso detallado de las estructuras gramaticales del idioma español*, Edición segunda. White Plains: NY. Longman Publishing Group.

Cisneros, S. (1994). *La Casa en Mango Street* (traducido por Elena Poniatowska). New York: NY. Vintage Books.

Díaz, J.M., & Collins, J.S. (2000). *Abriendo Paso. Lectura*. Boston:MA. Heinle & Heinle Publishers.

Moreno, C. (2003). *Temas de Gramática. Nivel Superior. Con ejercicios prácticos*. Alcobendas: Madrid. SGEL

Pinilla, R. & Acquaroni, R. (2004). *¡Bien dicho! Ejercicios de expresión oral*. Alcobendas: Madrid. SGEL

Rodríguez, M. & Rodríguez, A. (2004). *Leer en Español. Ejercicios de Comprensión Lectora*. Alcobendas: Madrid. SGEL

Sandstedt, L., kite, R., & Copeland, J.G. (2004). Conversación y Repaso (8th Edition). Boston: MA. Thomson – Heinle.

Sandstedt, L., kite, R., & Copeland, J.G. (2004). Literatura y Arte (8th Edition). Boston: MA. Thomson – Heinle.

Sandstedt, L., kite, R., & Copeland, J.G. (2004). Civilización y Cultura (8th Edition). Boston: MA. Thomson – Heinle.

Internet Resources

Web Sites

Authentic en Español

www.authentic.net

BBC News

www.bbc.co.uk/spanish

Biografías

www.buscabiografias.com

Diccionarios

www.diccionarios.com

www.rae.es

Euronews

www.euronews.net

Instituto Cervantes

www.cervantesvirtual.com

Lecturas

www.cvc.cervantes.es/aula/lecturas

www.rinconcastellano.com

Newspapers in Spanish

<http://www.spanishnewyork.com/spanish-newspapers-in-spanish.html>

<http://www.multilingualbooks.com/online-newspapers-spanish.html>

<http://www.sispain.org/english/media/press.html>

Magazines in Spanish

<http://www.multilingualbooks.com/online-magazines-spanish.html>

Revista Materiales

www.scgi.mec.es/usa/materiales

College Board Rubrics

Scoring Guidelines

Interpersonal Writing: Email Reply

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| <p>5 Strong</p> | <ul style="list-style-type: none"> • Maintains the exchange with a response that is clearly appropriate within the context of the task • Provides required information (e.g., responses to questions, request for details) with frequent elaboration • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility • Varied and appropriate vocabulary and idiomatic language • Accuracy and variety in grammar, syntax, and usage, with few errors • Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors • Variety of simple and compound sentences, and some complex sentences |
| <p>4 Good</p> | <ul style="list-style-type: none"> • Maintains the exchange with a response that is generally appropriate within the context of the task • Provides required information (e.g., responses to questions, request for details) with some elaboration • Fully understandable, with some errors which do not impede comprehensibility • Varied and generally appropriate vocabulary and idiomatic language • General control of grammar, syntax, and usage • Generally consistent use of register appropriate for the situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing) • Simple, compound, and a few complex sentences |
| <p>3 Fair</p> | <ul style="list-style-type: none"> • Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task • Provides required information (e.g., responses to questions, request for details) • Generally understandable, with errors that may impede comprehensibility • Appropriate but basic vocabulary and idiomatic language • Some control of grammar, syntax, and usage • Use of register may be inappropriate for the situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing) although these may lack cultural appropriateness • Simple and a few compound sentences |
| | <ul style="list-style-type: none"> • Partially maintains the exchange with a response that is minimally appropriate within the context of the task • Provides some required information (e.g., responses to questions, request |

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| <p style="text-align: center;">2 Weak</p> | <p>for details)</p> <ul style="list-style-type: none"> • Partially understandable, with errors that force interpretation and cause confusion for the reader • Limited vocabulary and idiomatic language • Limited control of grammar, syntax, and usage • Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies • Simple sentences and phrases |
| <p style="text-align: center;">1 Poor</p> | <ul style="list-style-type: none"> • Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task • Provides little required information (e.g., responses to questions, request for details) • Barely understandable, with frequent or significant errors that impede comprehensibility • Very few vocabulary resources • Little or no control of grammar, syntax, and usage • Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing) • Very simple sentences or fragments |
| <p style="text-align: center;">0 Unacceptable</p> | <ul style="list-style-type: none"> • Mere restatement of language from the stimulus • Completely irrelevant to the stimulus • “I don’t know,” “I don’t understand,” or equivalent in any language • Not in the language of the exam • Blank (no response) |

Presentational Writing: Persuasive Essay

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| <p>5 Strong</p> | <ul style="list-style-type: none"> • Effective treatment of topic within the context of the task • Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies • Integrates content from all three sources in support of the essay • Presents and defends the student's own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail • Organized essay; effective use of transitional elements or cohesive devices • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility • Varied and appropriate vocabulary and idiomatic language • Accuracy and variety in grammar, syntax, and usage, with few errors • Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences |
| <p>4 Good</p> | <ul style="list-style-type: none"> • Generally effective treatment of topic within the context of the task • Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies • Summarizes, with limited integration, content from all three sources in support of the essay • Presents and defends the student's own viewpoint on the topic with clarity; develops a persuasive argument with coherence • Organized essay; some effective use of transitional elements or cohesive devices • Fully understandable, with some errors which do not impede comprehensibility • Varied and generally appropriate vocabulary and idiomatic language • General control of grammar, syntax, and usage • Develops mostly paragraph-length discourse with simple, compound and a few complex sentences |
| <p>3 Fair</p> | <ul style="list-style-type: none"> • Suitable treatment of topic within the context of the task • Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies • Summarizes content from at least two sources in support of the essay • Presents and defends the student's own viewpoint on the topic; develops a somewhat persuasive argument with some coherence • Some organization; limited use of transitional elements or cohesive devices • Generally understandable, with errors that may impede comprehensibility • Appropriate but basic vocabulary and idiomatic language • Some control of grammar, syntax, and usage • Uses strings of mostly simple sentences, with a few compound sentences |
| <p>2 Weak</p> | <ul style="list-style-type: none"> • Unsuitable treatment of topic within the context of the task • Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate • Summarizes content from one or two sources; may not support the essay • Presents, or at least suggests, the student's own viewpoint on the topic; develops an unpersuasive argument somewhat incoherently |

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| | <ul style="list-style-type: none"> • Limited organization; ineffective use of transitional elements or cohesive devices • Partially understandable, with errors that force interpretation and cause confusion for the reader • Limited vocabulary and idiomatic language • Limited control of grammar, syntax, and usage • Uses strings of simple sentences and phrases |
| 1 Poor | <ul style="list-style-type: none"> • Almost no treatment of topic within the context of the task • Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies • Mostly repeats statements from sources or may not refer to any sources • Minimally suggests the student's own viewpoint on the topic; argument is undeveloped or incoherent • Little or no organization; absence of transitional elements and cohesive devices • Barely understandable, with frequent or significant errors that impede comprehensibility • Very few vocabulary resources • Little or no control of grammar, syntax, and usage • Very simple sentences or fragments |
| 0 Unacceptable | <ul style="list-style-type: none"> • Mere restatement of language from the prompt • Clearly does not respond to the prompt; completely irrelevant to the topic • "I don't know," "I don't understand," or equivalent in any language • Not in the language of the exam • Blank (no response) |

Interpersonal Speaking: Conversation

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| <p>5 Strong</p> | <ul style="list-style-type: none"> • Maintains the exchange with a series of responses that is clearly appropriate within the context of the task • Provides required information (e.g., responses to questions, statement, and support of opinion) with frequent elaboration • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility • Varied and appropriate vocabulary and idiomatic language • Accuracy and variety in grammar, syntax, and usage, with few errors • Mostly consistent use of register appropriate for the conversation • Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility • Clarification or self-correction (if present) improves comprehensibility |
| <p>4 Good</p> | <ul style="list-style-type: none"> • Maintains the exchange with a series of responses that is generally appropriate within the context of the task • Provides required information (e.g., responses to questions, statement, and support of opinion) with some elaboration • Fully understandable, with some errors which do not impede comprehensibility • Varied and generally appropriate vocabulary and idiomatic language • General control of grammar, syntax, and usage • Generally consistent use of register appropriate for the conversation, except for occasional shifts • Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility • Clarification or self-correction (if present) usually improves comprehensibility |
| <p>3 Fair</p> | <ul style="list-style-type: none"> • Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task • Provides required information (e.g., responses to questions, statement, and support of opinion) • Generally understandable, with errors that may impede comprehensibility • Appropriate but basic vocabulary and idiomatic language • Some control of grammar, syntax, and usage • Use of register may be inappropriate for the conversation with several shifts • Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility • Clarification or self-correction (if present) sometimes improves comprehensibility |
| <p>2 Weak</p> | <ul style="list-style-type: none"> • Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task • Provides some required information (e.g., responses to questions, statement, and support of opinion) • Partially understandable, with errors that force interpretation and cause confusion for the listener |

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| | <ul style="list-style-type: none"> • Limited vocabulary and idiomatic language • Limited control of grammar, syntax, and usage • Use of register is generally inappropriate for the conversation • Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility • Clarification or self-correction (if present) usually does not improve comprehensibility |
| 1 Poor | <ul style="list-style-type: none"> • Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task • Provides little required information (e.g., responses to questions, statement, and support of opinion) • Barely understandable, with frequent or significant errors that impede comprehensibility • Very few vocabulary resources • Little or no control of grammar, syntax, and usage • Minimal or no attention to register • Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility • Clarification or self-correction (if present) does not improve comprehensibility |
| 0 Unacceptable | <ul style="list-style-type: none"> • Mere restatement of language from the prompts • Clearly does not respond to the prompts • "I don't know," "I don't understand," or equivalent in any language • Not in the language of the exam • Blank (no response although recording equipment is functioning) |

Presentational Speaking: Cultural Comparison

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| <p style="text-align: center;">5 Strong</p> | <ul style="list-style-type: none"> • Effective treatment of topic within the context of the task • Clearly compares the student’s own community with the target culture, including supporting details and relevant examples • Demonstrates understanding of the target culture, despite a few minor inaccuracies • Organized presentation; effective use of transitional elements or cohesive devices • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility • Varied and appropriate vocabulary and idiomatic language • Accuracy and variety in grammar, syntax, and usage, with few errors • Mostly consistent use of register appropriate for the presentation • Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility • Clarification or self-correction (if present) improves comprehensibility |
| <p style="text-align: center;">4 Good</p> | <ul style="list-style-type: none"> • Generally effective treatment of topic within the context of the task • Compares the student’s own community with the target culture, including some supporting details and mostly relevant examples • Demonstrates some understanding of the target culture, despite minor inaccuracies • Organized presentation; some effective use of transitional elements or cohesive devices • Fully understandable, with some errors which do not impede comprehensibility • Varied and generally appropriate vocabulary and idiomatic language • General control of grammar, syntax, and usage • Generally consistent use of register appropriate for the presentation, except for occasional shifts • Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility • Clarification or self-correction (if present) usually improves comprehensibility |
| <p style="text-align: center;">3 Fair</p> | <ul style="list-style-type: none"> • Suitable treatment of topic within the context of the task • Compares the student’s own community with the target culture, including a few supporting details and examples • Demonstrates a basic understanding of the target culture, despite inaccuracies • Some organization; limited use of transitional elements or cohesive devices • Generally understandable, with errors that may impede comprehensibility • Appropriate but basic vocabulary and idiomatic language • Some control of grammar, syntax, and usage • Use of register may be inappropriate for the presentation with several shifts • Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility |

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| | <ul style="list-style-type: none"> • Clarification or self-correction (if present) sometimes improves comprehensibility |
| 2 Weak | <ul style="list-style-type: none"> • Unsuitable treatment of topic within the context of the task • Presents information about the student’s own community and the target culture, but may not compare them; consists mostly of statements with no development • Demonstrates a limited understanding of the target culture; may include several inaccuracies • Limited organization; ineffective use of transitional elements or cohesive devices • Partially understandable, with errors that force interpretation and cause confusion for the listener • Limited vocabulary and idiomatic language • Limited control of grammar, syntax, and usage • Use of register is generally inappropriate for the presentation • Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility • Clarification or self-correction (if present) usually does not improve comprehensibility |
| 1 Poor | <ul style="list-style-type: none"> • Almost no treatment of topic within the context of the task • Presents information only about the student’s own community or only about the target culture, and may not include examples • Demonstrates minimal understanding of the target culture; generally inaccurate • Little or no organization; absence of transitional elements and cohesive devices • Barely understandable, with frequent or significant errors that impede comprehensibility • Very few vocabulary resources • Little or no control of grammar, syntax, and usage • Minimal or no attention to register • Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility • Clarification or self-correction (if present) does not improve comprehensibility |
| 0 Unacceptable | <ul style="list-style-type: none"> • Mere restatement of language from the prompts • Clearly does not respond to the prompts • “I don’t know,” “I don’t understand,” or equivalent in any language • Not in the language of the exam • Blank (no response although recording equipment is functioning) |

The Core Curriculum Content Standards

(Adopted by the NJ Department of Education NJCCCS 2009)

The following information is from the New Jersey Department of Education website
<http://www.state.nj.us/education/cccs/standards/7/index.html>

Core Curriculum Content Standards

World Languages Standard Learning Progressions

Introduction

7.1 World Languages

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode
- Proficiency Levels - All Strands
 - Novice-Mid
 - Novice-High
 - Intermediate-Low
 - Intermediate-Mid
 - Intermediate-High
 - Advanced-Low