

Spanish II

2022-2023

Great Oak High School
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Course Title: Spanish II

Course Description: This course reviews and extends on the communicative skills and cultural aspects introduced in Spanish I. It focuses on communication and comprehension through listening, speaking, reading, and writing. We practice vocabulary and grammatical structures in context with their communicative functions emphasized.

First Semester:

Textbook: <u>Senderos 2</u>	Lección preliminar Lección 1 Lección 2 Lección 3
Novel: <u>Robo en la noche</u>	Chapters 1-13
Videos: Extra	Episodes 1-13

Second Semester:

Textbook: <u>Senderos 2</u>	Lección 4 Lección 5
Novels: <u>Robo en la noche</u>	Chapters 13-15
<u>El nuevo Houdini</u>	Chapters 1-10
Videos: AV	Episodes 1-5

Philosophy: Acquiring a language does not happen by just attending class. Home practice is essential as new vocabulary words and/or grammar concepts are introduced/repeated continually. It is necessary to revisit material from previous lessons at home 20-25 minutes each day.

Grading: The following breakdown shows the weight for each grade category:

Final Exam	10%
Interacting in Spanish	20%
Participation/Classwork	25%
Quizzes	20%
Tests	25%

Access to Senders 2 Prime:

- a. Go to www.vhlcentral.com
- b. Create a new account ending in @tvusd.us.
- c. *Your username is your school email, and your password is the same as your school email.*
- d. Search for *Great Oak High School*.
- e. Look for my name and select the course, e.g., Period 1 - Spanish 2, etc.

Expectations:

1. Join our class meeting on time.
2. Come to class prepared.
3. Take care of your personal needs before or after class.
4. Eat before or after class.
5. Put your cell phones away during class. No texting during lessons.
6. Dress appropriately.

<p>8-15 Monday -Introductions -SPIRIT Day Modified</p>	<p>8-22 Monday -Read and answer 12 questions from "La rutina Martin"</p>	<p>8-29 Monday Record family presentation on Canvas without reading</p>
<p>8-16 Tuesday -Read and answer 12 questions from "La rutina de Susana"</p>	<p>8-23 Tuesday -Write and present your entire family routine to the class using the present indicative. Include:</p> <ol style="list-style-type: none"> 1. physical/personality characteristics for each family member. 2. age (use tener: <i>Yo tengo 14 años, Mi hermana tiene 17 años,</i>) 3. likes/dislikes (use <u>a</u> with gustar: <i>A mí me gusta jugar tenis, a ella le gusta...</i>) 4. chores, (use tener: <i>Todos los días yo tengo que limpiar mi dormitorio</i>) 4. house description (<i>Mi casa es pequeña, mediana, grande...</i>) 5. profession (<i>Mi padre es...</i>) 6. daily routine (<i>todos los días me levanto a las...</i>) 	<p>8-30 Tuesday <u>Robo en la noche 1</u> -Listen/Read/Kahoot -Quiz</p>
<p>8-17 Wednesday -Read and answer 12 questions from "La rutina de Pablo"</p>	<p>8-24 Wednesday-Write and present your entire family routine to the class using the present indicative. Include:</p>	<p>8-31 Wednesday <u>Robo en la noche 1</u> -Listen/Read/Kahoot -Answer comprehension questions</p>
<p>8-18 Thursday -Read and answer 12 questions from "La rutina NOA"</p>	<p>8-25 Thursday -Write and present your entire family routine to the class using the present indicative. Include:</p>	<p>9-1 Thursday <u>Robo en la noche 1</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>
<p>8-19 Friday -Extra -kahoot -Quiz</p>	<p>8-26 Friday -Extra -kahoot -Quiz</p>	<p>9-2 Friday -Extra -kahoot -Quiz</p>

<p>9-5 Monday No school</p>	<p>9-12 Monday <u>Robo en la noche 2</u> Listen/Read/Kahoot/Translation -Quiz</p>	<p>9-19 Monday <u>Robo en la noche 4</u> -Listen/Read/Kahoot -Quiz</p>
<p>9-6 Tuesday <u>Robo en la noche 2</u> -Listen/Read/Kahoot -Answer comprehension questions</p>	<p>9-13 Tuesday <u>Robo en la noche 3</u> - Listen/Read/Kahoot/Translation -Quiz</p>	<p>9-20 Tuesday <u>Robo en la noche 4</u> -Listen/Read/Kahoot -Answer comprehension questions</p>
<p>9-7 Wednesday <u>Robo en la noche 2</u> -Listen/Read/Kahoot -Answer comprehension questions</p>	<p>9-14 Wednesday <u>Robo en la noche 3</u> -Listen/Read/Kahoot -Answer comprehension questions</p>	<p>9-21 Wednesday <u>Robo en la noche 4</u> -Listen/Read/Kahoot -Answer comprehension questions</p>
<p>9-8 Thursday <u>Robo en la noche 2</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>	<p>9-15 Thursday <u>Robo en la noche 3</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>	<p>9-22 Thursday <u>Robo en la noche 4</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>
<p>9-9 Friday -Extra -kahoot -Quiz</p>	<p>9-16 Friday -Extra -kahoot -Quiz</p>	<p>9-23 Friday -Extra -kahoot -Quiz</p>

<p>9-26 Monday <u>Robo en la noche 5</u> -Listen/Read/Kahoot -Quiz</p>	<p>10-3 Monday <u>Robo en la noche 6</u> -Listen/Read/Kahoot -Quiz</p>	<p>10-10 Monday Vocabulario: VHL page 46 Kahoot</p>
<p>9-27 Tuesday <u>Robo en la noche 5</u> Listen/Read/Kahoot/Answer comprehension questions</p>	<p>10-4 Tuesday <u>Robo en la noche 6</u> Listen/Read/Kahoot/Answer comprehension questions</p>	<p>10-11 Tuesday Read story 1 together so you see how to write your own children's book tomorrow. -<u>La Vida de Byron</u> -Quiz</p>
<p>9-28 Wednesday <u>Robo en la noche 5</u> Listen/Read/Kahoot-Answer comprehension</p>	<p>10-5 Wednesday <u>Robo en la noche 6</u> Listen/Read/Kahoot--Answer comprehension</p>	<p>10-12 Wednesday Target: Write a children's book that is 150-word or more in the third person. • Focus: Page 46 vocabulary • Include the headings on each page of the PPT:</p> <ol style="list-style-type: none"> 1. Title 2. physical/personality characteristics (use the imperfect) 3. age (use the imperfect of tener: Él/Ella tenía 15 años), 4. likes/dislikes (use a with the imperfect of gustar: A ella le gustaba...) 5. Must include a conversation (Use the present indicative) 6. chores, (use the imperfect of tener: Todos los días tenía que preparar la cena...) 7. House description (use the imperfect: Su casa era grande...) 8. profession (use the imperfect: Él/Ella era doctor/a) 9. daily routine (use the imperfect: todos los días se levantaba a las para preparar...) 10. Must include a problem that needs a resolution
<p>9-29 Thursday <u>Robo en la noche 5</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>	<p>10-6 Thursday <u>Robo en la noche 6</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>	<p>10-13 Thursday Share story 1</p>
<p>9-30 Friday -Extra -kahoot -Quiz</p>	<p>10-7 Friday -Extra -kahoot -Quiz</p>	<p>10-14 Friday -Extra -kahoot -Quiz</p>

<p>10-17 Monday <u>Robo en la noche 7</u> -Listen/Read/Kahoot -Quiz</p>	<p>10-24 Monday <u>Robo en la noche 8</u> -Listen/Read/Kahoot -Quiz</p>	<p>10-31 Monday Vocabulario: VHL page 84 Kahoot</p>
<p>10-18 Tuesday <u>Robo en la noche 7</u> -Listen/Read/Kahoot -Answer Comprehension Questions</p>	<p>10-25 Tuesday <u>Robo en la noche 8</u> -Listen/Read/Kahoot -Answer Comprehension Questions</p>	<p>11-1 Tuesday Write story 2 together so you know how to write your own story tomorrow.</p>
<p>10-19 Wednesday <u>Robo en la noche 7</u> Listen/Read/ Kahoot - Answer Comprehension Questions</p>	<p>10-26 Wednesday <u>Robo en la noche 8</u> Listen/Read/ Kahoot - Answer Comprehension Questions</p>	<p>11-2 Wednesday <i>Target: Write a children's book that is 150-word or more in the third person.</i></p> <ul style="list-style-type: none"> • Focus: Page 116 vocabulary • Include the headings on each page of the PPT: <ol style="list-style-type: none"> 1. Title 2. physical/personality characteristics (use the imperfect) 3. age (use the imperfect of tener: <i>Él/Ella tenía 15 años</i>), 4. likes/dislikes (use a with the imperfect of gustar: <i>A ella le gustaba...</i>) 5. Must include a conversation (Use the present indicative) 6. chores, (use the imperfect of tener: <i>Todos los días tenía que preparar la cena...</i>) 7. House description (use the imperfect: <i>Su casa era grande...</i>) 8. profession (use the imperfect: <i>Él/Ella era doctor/a</i>) 9. daily routine (use the imperfect: <i>todos los días se levantaba a las para preparar...</i>) 10. Must include a problem that needs a resolution
<p>10-20 Thursday <u>Robo en la noche 7</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>	<p>10-27 Thursday <u>Robo en la noche 8</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>	<p>11-3 Thursday Share story 2</p>
<p>10-21 Friday -Extra -kahoot -Quiz</p>	<p>10-28 Friday -Extra -kahoot -Quiz</p>	<p>11-4 Friday -Extra -kahoot -Quiz</p>

<p>11-7 Monday <u>Robo en la noche 9</u> -Listen/Read/Kahoot -Quiz</p>	<p>11-14 Monday <u>Robo en la noche 10</u> -Listen/Read/Kahoot -Quiz</p>	<p>11-28Monday <u>Robo en la noche 11</u> -Listen/Read/Kahoot -Quiz</p>
<p>11-8 Tuesday <u>Robo en la noche 9</u> -Listen/Read/Kahoot -Answer comprehension</p>	<p>11-15 Tuesday <u>Robo en la noche 10</u> -Listen/Read/Kahoot -Answer comprehension</p>	<p>11-29 Tuesday <u>Robo en la noche 11</u> -Listen/Read/Kahoot -Answer comprehension</p>
<p>11-9 Wednesday <i>No school</i></p>	<p>11-16 Wednesday <u>Robo en la noche 10</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>	<p>11-30 Wednesday <u>Robo en la noche 11</u> -Listen/Read/Kahoot -Answer comprehension</p>
<p>11-10 Thursday <u>Robo en la noche 9</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>	<p>11-17 Thursday No School</p>	<p>12-1 Thursday <u>Robo en la noche 11</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>
<p>11-11 Friday No School</p>	<p>11-18 Friday -Extra -kahoot -Quiz</p>	<p>12-2 Friday -Extra -kahoot -Quiz</p>

<p>12-5 Monday <u>Robo en la noche 12</u> Listen/Read/Kahoot -Quiz</p>	<p>12-12 Monday <u>Robo en la noche 13</u> -Listen/Read/Kahoot -Quiz</p>	<p>12-19 Monday Target: Final exam -Write a children's book that is 150-word or more in the third person.</p> <ul style="list-style-type: none"> • Focus: Page 46 AND/OR Page 84 AND/OR Page 116 vocabulary • Include the headings on each page of the PPT: <ol style="list-style-type: none"> 1. Title 2. physical/personality characteristics (use the imperfect) 3. age (use the imperfect of tener: Él/Ella tenía 15 años), 4. likes/dislikes (use a with the imperfect of gustar: A ella le gustaba...) 5. Must include a conversation (Use the present indicative) 6. chores, (use the imperfect of tener: Todos los días tenía que preparar la cena...) 7. House description (use the imperfect: Su casa era grande...) 8. profession (use the imperfect: Él/Ella era doctor/a) 9. daily routine (use the imperfect: todos los días se levantaba a las para preparar...) <p>Must include a problem that needs a resolution</p>
<p>12-6 Tuesday <u>Robo en la noche 12</u> Listen/Read/Kahoot -Answer comprehension questions</p>	<p>12-13 Tuesday <u>Robo en la noche 13</u> -Listen/Read/Kahoot -Answer comprehension questions</p>	<p>12-20 Tuesday Target: Final exam -Write a children's book that is 150-word or more in the third person.</p>
<p>12-7 Wednesday <u>Robo en la noche 12</u> Listen/Read/Kahoot -Answer comprehension questions</p>	<p>12-14 Wednesday <u>Robo en la noche 13</u> -Listen/Read/Kahoot -Answer comprehension questions</p>	
<p>12-8 Thursday <u>Robo en la noche 12</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>	<p>12-15 Thursday <u>Robo en la noche 13</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>	
<p>12-9 Friday -Extra -kahoot -Quiz</p>	<p>12-16 Friday -Extra -kahoot -Quiz</p>	

<p>1-9 Monday Non-Student day</p>	<p>1-16 Monday Non-Student day</p>	<p>1-23 Monday <u>Robo en la noche 15</u> -Listen/Read/Kahoot -Quiz</p>
<p>1-10 Tuesday -Write/share your holiday experiences using the preterite and imperfect. Include all family members in your presentation.</p>	<p>1-17 Tuesday <u>Robo en la noche 14</u> -Listen/Read/Kahoot -Quiz</p>	<p>1-24 Tuesday <u>Robo en la noche 15</u> -Listen/Read/Kahoot -Answer comprehension</p>
<p>1-11 Wednesday -Write/share your holiday experiences using the preterite and imperfect. Include all family members in your presentation.</p>	<p>1-18 Wednesday <u>Robo en la noche 14</u> -Listen/Read/Kahoot -Answer comprehension</p>	<p>1-25 Wednesday <u>Robo en la noche 15</u> -Listen/Read/Kahoot -Answer comprehension</p>
<p>1-12 Thursday Share</p>	<p>1-19 Thursday <u>Robo en la noche 14</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>	<p>1-26 Thursday <u>Robo en la noche 15</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>
<p>1-13 Friday -Extra -kahoot -Quiz</p>	<p>1-20 Friday -Extra -kahoot -Quiz</p>	<p>1-27 Friday -Extra -kahoot -Quiz</p>

<p>1-30 Monday <u>El nuevo Houdini 1</u> -Listen/Read/Kahoot -Quiz</p>	<p>2-6 Monday <u>El nuevo Houdini 2</u> -Listen/Read/Kahoot -Quiz</p>	<p>2-13 Monday <u>El nuevo Houdini 3</u> -Listen/Read/Kahoot -Quiz</p>
<p>1-31 Tuesday <u>El nuevo Houdini 1</u> -Listen/Read/Kahoot -Answer comprehension</p>	<p>2-7 Tuesday <u>El nuevo Houdini 2</u> -Listen/Read/Kahoot -Answer comprehension</p>	<p>2-14 Tuesday <u>El nuevo Houdini 3</u> -Listen/Read/Kahoot -Answer 10 comprehension questions using the past</p>
<p>2-1 Wednesday <u>El nuevo Houdini 1</u> -Listen/Read/Kahoot -Answer comprehension questions</p>	<p>2-8 Wednesday <u>El nuevo Houdini 2</u> -Listen/Read/Kahoot -Answer comprehension questions</p>	<p>2-15 Wednesday <u>El nuevo Houdini 3</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>
<p>2-2 Thursday <u>El nuevo Houdini 1</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>	<p>2-9 Thursday <u>El nuevo Houdini 2</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>	<p>2-16 Thursday -Extra -kahoot -Quiz</p>
<p>2-3 Friday -Extra -kahoot -Quiz</p>	<p>2-10 Friday -Extra -kahoot -Quiz</p>	<p>2-17 Friday <i>No school</i></p>

<p>2-20 Monday No school</p>	<p>2-27 Monday <u>El nuevo Houdini 4</u> -Listen/Read/Kahoot -Quiz</p>	<p>3-6 Monday <u>El nuevo Houdini 5</u> -Listen/Read/ Kahoot -Quiz</p>
<p>2-21 Tuesday Target: Write a children's book that is 152- word or more in the third person.</p> <p>• Focus: Page 152 Include the headings on each page of the PPT:</p> <ol style="list-style-type: none"> 1. Title 2. physical/personality characteristics (use the imperfect) 3. age (use the imperfect of tener: Él/Ella tenía 15 años), 4. likes/dislikes (use a with the imperfect of gustar: A ella le gustaba...) 5. Must include a conversation (Use the present indicative) 6. chores, (use the imperfect of tener: Todos los días tenía que preparar la cena...) 7. House description (use the imperfect: Su casa era grande...) 8. profession (use the imperfect: Él/Ella era doctor/a) 9. daily routine (use the imperfect: todos los días se levantaba a las para preparar...) <p>Must include a problem that needs a resolution</p>	<p>2-28 Tuesday <u>El nuevo Houdini 4</u> -Listen/Read/Kahoot -Answer comprehension questions</p>	<p>3-7 Tuesday <u>El nuevo Houdini 5</u> -Listen/Read/Kahoot -Answer comprehension questions</p>
<p>2-22 Wednesday -Share story 4</p>	<p>3-1 Wednesday <u>El nuevo Houdini 4</u> -Listen/Read/Kahoot -Answer comprehension questions</p>	<p>3-8 Wednesday <u>El nuevo Houdini 5</u> -Listen/Read/Kahoot -Answer comprehension questions</p>
<p>2-23 Thursday -Share story 4</p>	<p>3-2 Thursday <u>El nuevo Houdini 4</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>	<p>3-9 Thursday <u>El nuevo Houdini 5</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>
<p>2-24 Friday -Extra -kahoot -Quiz</p>	<p>3-3 Friday -Extra -kahoot -Quiz</p>	<p>3-10 Friday -Extra -kahoot -Quiz</p>

<p>3-13 Monday Vocabulario: -VHL page 188 -Kahoot</p>	<p>3-20 Monday <u>El nuevo Houdini 6</u> -Listen/Read/Kahoot -Quiz</p>	<p>4-10 Monday <u>El nuevo Houdini 7</u> -Listen/Read/Kahoot -Quiz</p>
<p>3-14 Tuesday Target: Write a children's book that is 150-word or more in the third person.</p> <ul style="list-style-type: none"> • Focus: Page 188 vocabulary • Include the headings on each page of the PPT: <ol style="list-style-type: none"> 1. Title 2. physical/personality characteristics (use the imperfect) 3. age (use the imperfect of tener: Él/Ella tenía 15 años), 4. likes/dislikes (use a with the imperfect of gustar: A ella le 5. Must include a conversation (Use the present indicative) 6. chores, (use the imperfect of tener: Todos los días tenía que preparar la cena...) 7. House description (use the imperfect: Su casa era grande...) 8. profession (use the imperfect: Él/Ella era doctor/a) 9. daily routine (use the imperfect: todos los días se levantaba a las para preparar...) 10. Must include a problem that needs a resolution 	<p>3-21 Tuesday <u>El nuevo Houdini 6</u> -Listen/Read/Kahoot -Answer comprehension</p>	<p>4-11 Tuesday <u>El nuevo Houdini 7</u> -Listen/Read/Kahoot -Answer comprehension</p>
<p>3-15 Wednesday -Share story 5</p>	<p>3-22 Wednesday <u>El nuevo Houdini 6</u> -Listen/Read/Kahoot -Answer comprehension</p>	<p>4-12 Wednesday <u>El nuevo Houdini 7</u> -Listen/Read/Kahoot -Answer comprehension</p>
<p>3-16 Thursday -Share story 5</p>	<p>3-23 Thursday <u>El nuevo Houdini 6</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>	<p>4-13 Thursday <u>El nuevo Houdini 7</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>
<p>3-17 Friday -Extra -kahoot -Quiz</p>	<p>3-24 Friday -Extra -kahoot -Quiz</p>	<p>4-14 Friday -Extra -kahoot -Quiz</p>

<p>4-17 Monday <u>El nuevo Houdini 8</u> -Listen/Read/ Kahoot -Quiz</p>	<p>4-24 Monday <u>El nuevo Houdini 9</u> -Listen/Read/ Kahoot -Quiz</p>	<p>5-1 Monday <u>El nuevo Houdini 10</u> -Listen/Read/Kahoot -Quiz</p>
<p>4-18 Tuesday <u>El nuevo Houdini 8</u> -Listen/Read/Kahoot -Answer comprehension questions</p>	<p>4-25 Tuesday <u>El nuevo Houdini 9</u> -Listen/Read/Kahoot -Answer comprehension questions</p>	<p>5-2 Tuesday <u>El nuevo Houdini 10</u> -Listen/Read/Kahoot -Answer comprehension questions</p>
<p>4-19 Wednesday <u>El nuevo Houdini 8</u> -Listen/Read/Kahoot -Answer comprehension questions</p>	<p>4-26 Wednesday <u>El nuevo Houdini 9</u> -Listen/Read/Kahoot -Answer comprehension questions</p>	<p>5-3 Wednesday <u>El nuevo Houdini 10</u> -Listen/Read/Kahoot -Answer comprehension questions</p>
<p>4-20 Thursday <u>El nuevo Houdini 8</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>	<p>4-27 Thursday <u>El nuevo Houdini 9</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>	<p>5-4 Thursday <u>El nuevo Houdini 10</u> -Listen/Read/Kahoot -Write a 15 sentence summary</p>
<p>4-21 Friday -Extra -kahoot -Quiz</p>	<p>4-28 Friday -Extra -kahoot -Quiz</p>	<p>5-5 Friday -Extra -kahoot -Quiz</p>

<p>5-8 Monday Write story number 6 for a silent cartoon</p>	<p>5-10 Monday Target: Write a practice final children's book that is 150-word or more in the third person.</p> <ul style="list-style-type: none"> Focus: Pages 152, 188, or 226 vocabulary Include the headings on each page of the PPT: <ol style="list-style-type: none"> Title physical/personality characteristics (use the imperfect) age (use the imperfect of tener: Él/Ella tenía 15 años), likes/dislikes (use a with the imperfect of gustar: A ella le gustaba...) Must include a conversation (Use the present indicative) chores, (use the imperfect of tener: Todos los días tenía que preparar la cena...) House description (use the imperfect: Su casa era grande...) profession (use the imperfect: Él/Ella era doctor/a) daily routine (use the imperfect: todos los días se levantaba a las para preparar...) Must include a problem that needs a resolution 	<p>5-22 Monday</p>
<p>5-9 Tuesday -Share story</p>	<p>5-9 Tuesday -Share story 7</p>	<p>5-23 Tuesday</p>
<p>5-10 Wednesday</p>	<p>5-17 Wednesday</p>	<p>5-24 Wednesday</p>
<p>5-11 Thursday</p>	<p>5-18 Thursday</p>	<p>5-25 Thursday</p>
<p>5-12 Friday -Extra -kahoot -Quiz</p>	<p>5-19 Friday -Extra -kahoot -Quiz</p>	<p>5-26 Friday -Extra -kahoot -Quiz</p>

CHILDREN BOOKS' WRITING RUBRIC

Excellence	<ul style="list-style-type: none"> • Ease of expression marked by a good sense of idioms. • Clarity of organization. • Accuracy and variety in vocabulary, grammar and syntax, with a few errors. • Thorough and creative development of the topic may compensate for more language problems than this category normally allows.
89-80 Competence	<p>GOOD CONTROL</p> <ul style="list-style-type: none"> • Reads smoothly overall despite some errors in grammar and usage. • Evidence of organization. • Varied and generally appropriate vocabulary. • Thorough treatment of the topic may compensate for more language problems than this category normally allows.
79-70 Competence	<p>FAIR CONTROL</p> <ul style="list-style-type: none"> • Easily comprehensible, with some signs of fluency and organization. • Correct use of simple grammatical structures with minor errors and/or less accurate use of more complex structures, occasional <u>interference from another language</u>. • Some apt vocabulary. • Appropriate treatment of the topic may compensate for more language problems than this category normally allows.
69-60 Incompetence	<p>WEAK CONTROL</p> <ul style="list-style-type: none"> • Generally comprehensible, but frequently forces interpretation. • Inaccuracies in grammatical structures and/or limited vocabulary throughout. Frequent <u>interference from another language</u>. • Contains some redeeming features. • Evidence of efforts to treat the topic.
59-50 Demonstrates Incompetence	<p>POOR or NO CONTROL</p> <ul style="list-style-type: none"> • Barely comprehensible. • Almost total lack of structural accuracy and/or vocabulary resources. • Unacceptable from most points of view.
0	<p>A composition/project that is not your original work. Blank or not written in Target language.</p>

SPEAKING RUBRIC

100-90	<p>Response demonstrates very good or superior communicative skills.</p> <ul style="list-style-type: none"> • A well-developed and appropriate answer characterized by the correct use of a variety of syntactic structures.
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- Broad use of vocabulary.
- Sustained presentation and connection of ideas.
- Easily comprehensible pronunciation.
- Approaches or reaches a high level of fluency (ease of expression).
- Appropriate cadence in speech.

89-80

Response demonstrates good communicative skills.

- An appropriate answer characterized by fluency (ease of expression).
- Mostly correct use of syntax.
- Goes beyond control of basic structures.
- Connection of ideas.
- Some range of vocabulary.
- Pronunciation does not interfere with communication.

79-70

Response demonstrates adequate communicative skills.

- An appropriate answer characterized by moderate fluency (ease of expression). Occasional interference from another language.
- Some development of ideas.
- May rely on repetition.
- Shows control of basic syntactic patterns and core vocabulary.
- Some uncertainty when student moves beyond the basics.
- Pronunciation may require close attention on the part of the listener.

69-60

Response demonstrates limited communicative skills.

- An appropriate answer restricted by serious flaws in core grammar, usage and pronunciation. Frequent interference from another language.
- Low level of fluency (ease of expression).
- Speaker may struggle to express ideas.
- Answer may require some interpretation.

59-50

Response demonstrates extremely weak communicative skills.

- An appropriate or partially appropriate answer that shows little control of grammar, usage and pronunciation.
- Answer forces interpretation or suggests that the student did not fully understand the question.
- Relies primarily on vocabulary provided in the pictures and questions.
- No fluency (ease of expression).

0

The response is totally incomprehensible or does not follow the guidelines. No response or response in a language other than Target language.

Robo en la noche y El Nuevo Houdini Summaries Rubric

Requirements: Buy a composition book	Points
<p data-bbox="94 174 375 212">The Summaries:</p> <ul data-bbox="142 220 899 905" style="list-style-type: none"> <li data-bbox="142 220 899 394">• Use your composition book for your chapter summaries. They should be 150 words in length, or 15 sentences varied in style and length. <li data-bbox="142 478 688 516">• Writing is in your own words. <li data-bbox="142 600 776 737">• Include only the most important/relevant events of the chapter. <li data-bbox="142 821 813 905">• Use correct spelling, grammar and punctuation 	<p data-bbox="1149 527 1321 636">_____</p> <p data-bbox="1149 527 1321 636">out of 15 points</p>
<p data-bbox="94 955 318 993">The Pictures:</p> <ul data-bbox="142 1001 899 1551" style="list-style-type: none"> <li data-bbox="142 1001 899 1085">• Represent relevant scenes/ events from the each chapter <li data-bbox="142 1169 821 1253">• Pictures are neatly and completely colored <li data-bbox="142 1421 899 1551">• You chapter artwork is depicted on the adjacent page of the chapter summary 	<p data-bbox="1149 1085 1321 1194">_____</p> <p data-bbox="1149 1085 1321 1194">out of 10 points</p>
<p data-bbox="94 1585 232 1635">Total:</p>	<p data-bbox="1094 1585 1365 1635">_____ / 25</p>