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## Familiares y amigos [10th grade]

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: Familiares y amigos

Grade Level: 10<sup>th</sup>

Subject/Topic Area(s): Spanish II

Designed By: Leah A. Morton-Gittens

Time Frame: 20 70-minute class periods

School District: KIPP New Orleans

School: KIPP Renaissance High School

School Address and Phone: 3820 Saint Claude Avenue  
New Orleans, LA 70117  
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### **Brief Summary of Unit** (Including curricular context and unit goals):

This unit addresses two enduring understandings: cultures evolve over time and who we become is dependent on where we live. Students will demonstrate mastery of knowledge and skills through the creation of an illustrated brochure for a summer study abroad program that compares a Spanish-speaking city or region of their choice to New Orleans. The unit addresses all five categories of National Standards in Foreign Language Education (Communication, Culture, Connections, Comparisons, and Communities), and features a variety of cooperative and communicative learning strategies.

**Unit: ¡Exprésate! Capítulo 1: Familiares y amigos**  
**Grade: 10<sup>TH</sup>, Español II**

### **Stage 1: Desired Results**

#### **Established Goals (Standards)**

- **Communication:** Communicate in Spanish
  - Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - Standard 1.2: Students understand and interpret written and spoken language on a variety of topics
  - Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **Cultures:** Gain Knowledge and Understanding of Spanish-speaking Cultures
  - Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
  - Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied
- **Connections:** Connect with Other Disciplines and Acquire Information
  - Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language
  - Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
- **Comparisons:** Develop Insight into the Nature of Language and Culture
  - Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- **Communities:** Participate in Multilingual Communities at Home & Around the World
  - Standard 5.1: Students use the language both within and beyond the school setting
  - Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

#### **Enduring Understandings**

- Cultures evolve over time and are influenced by the climate, economy, geography, history, and religion of an area.
- Who we become is dependent on where we live.

#### **Essential Questions**

- What is culture?
- Why isn't there only "one" culture in the world?
- How does where I live determine who I am?
- How does culture influence language?
- How does language influence culture?

<p>Knowledge</p> <p><i>Students will know</i></p> <ul style="list-style-type: none"> <li>• what nouns and adjectives are</li> <li>• what the present indicative tense is</li> <li>• what a reflexive pronoun is</li> <li>• what the present progressive tense is</li> <li>• what direct object pronouns are</li> <li>• what affirmative and negative commands are</li> </ul>	<p>Skills</p> <p><i>Students will be able to</i></p> <ul style="list-style-type: none"> <li>• ask about people, routines and activities</li> <li>• express likes and dislikes</li> <li>• make nouns and adjectives agree in gender and number</li> <li>• use the verb <b>gustar</b></li> <li>• form and use the present tense of regular verbs</li> <li>• form and use the present tense of stem-changing verbs</li> <li>• form and use the present tense of irregular verbs</li> <li>• use reflexive pronouns</li> <li>• offer help and talk about chores</li> <li>• talk about plans and places</li> <li>• use idioms with verb <b>tener</b></li> <li>• use verbs followed by infinitives</li> <li>• form and use the present progressive tense</li> <li>• use <b>ir a</b> with infinitives</li> <li>• use direct object pronouns</li> <li>• form and use affirmative and negative commands</li> </ul>
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## Stage 2: Assessment Evidence

### Performance Task:

#### Folleto (Programas de estudio en el extranjero)

Students will create an illustrated brochure comparing and contrasting a Spanish-speaking city or region, of their choice, with New Orleans. The purpose of your brochure is two-fold. First, it should inform individuals about varied aspects of your selected city or region. Second, it is intended to depict the similarities and differences between the culture of their chosen city or region, and that of their current home, New Orleans. (Checklist and rubric for this activity located at the end of Stage 3)

### Other evidence:

- **Guided practice**
- **Independent practice**
- **Pruebas:**
  - Vocabulario 1  
Describing people, routines, and activities  
Expressing likes and dislikes
  - Gramática 1  
Nouns, adjectives, and **gustar**  
Present tense of regular and stem-changing verbs

- Present tense e-i and irregular verbs, reflexive pronouns
- Vocabulario 2  
Offering help and talking about chores  
Talking about plans and places
- Gramática 2  
Idioms with **tener**, verbs followed by infinitives  
The present progressive, **ir a** with infinitives, direct object pronouns  
Affirmative and negative informal commands
- **Examen:**
  - Familiares y amigos

### Stage 3: Learning Activities

Time Frame	Learning Activities	Assessments
<p><u>Day 1</u> SWBAT: ask about people, routines, and activities.</p>	<ol style="list-style-type: none"> <li>1. Students will respond to the following prompt in a minimum of five complete sentences: <b>What is culture? What are some unique aspects of New Orleans culture?</b> Then, they will turn to the person next to them and discuss their responses. The teacher will ask for students to share out.</li> <li>2. The teacher will introduce the new vocabulary and model correct pronunciation with an engaging and interactive Promethean board presentation. As she does this, students will complete the missing information on a guided note sheet that features three columns. The first column provides space for the Spanish word, the second its English equivalent, and the third an illustration.</li> </ol> <ol style="list-style-type: none"> <li>1. Then, standing in front of the class, the teacher will briefly describe herself. For example: <b>Me llamo Señorita Morton-Gittens. Soy morena y tengo pelo castaño y ojos de color café. Soy simpática pero no soy muy extrovertida.</b> Next, she will describe a student and point to him or her. For example: <b>Ella es baja, bonita y bastante atlética. Él es alto y muy serio. Ella tiene pelo rubio y ojos azules.</b> Students will then choose other people in the room who fit the descriptions by pointing them out. She will continue until each of the descriptive adjective have been used a few times.</li> <li>2. The teacher will provide each pair of students</li> </ol>	<p>Independent practice.</p>

	<p>with an envelope containing seven unique pictures. Each picture illustrates a single person or multiple individuals completing varied activities. Working together, students will write two complete sentences describing each image. The first will describe the physical appearance of the people and the second will describe the activity that they are engaged in. For example: <b>Él es alto, moreno y atlético. Los fines de semana juega al básquetbol.</b></p> <ol style="list-style-type: none"> <li>Students will work independently to complete a variety of listening, reading and writing activities on the day's objective.</li> <li>Homework: flashcards.</li> </ol>	
<p><u>Day 2</u> SWBAT: express likes and dislikes.</p>	<ol style="list-style-type: none"> <li>The teacher will review the meaning of <b>gustar</b> with students by modeling <b>no me gusta...</b> while frowning and <b>me gusta...</b> while smiling with a variety of activities. For example: <b>No me gusta ver la tele. Me gusta más leer novelas.</b></li> <li>The teacher will give students a few minutes to compile a list of five activities they like (<b>Me gusta...</b>) and five activities they dislike (<b>No me gusta...</b>). Then, students will circulate around the classroom until they find three different individuals who like one of the same activities (<b>Te gusta...</b>) and three different individuals who dislike one of the same activities (<b>No me gusta...nada. ¿Y tú?</b>).</li> <li>Students will work independently to complete a variety of listening, reading and writing activities on the day's objective.</li> <li>Homework: vocabulary review.</li> </ol>	<p>Independent practice, homework assignment.</p>
<p><u>Day 3</u> SWBAT: ask about people, routines, and activities; express likes and dislikes.</p>	<ol style="list-style-type: none"> <li>Students will create a family tree, featuring a minimum of ten nuclear and extended family members. They will introduce each family member by name (<b>Le presento a mi familia. Mi madre es Yasmin</b>), describe them with a minimum of three adjectives (<b>Ella es morena y baja. Ella tiene pelo castaño y ojos de color ámbar</b>), and state one thing they like and one they dislike (<b>Le encanta ver</b></li> </ol>	<p>Independent practice, vocabulary quiz.</p>

	<p><b>películas pero no le gusta leer).</b></p> <p>2. Students will complete a vocabulary quiz independently.</p>	
<p><u>Day 4</u> SWBAT: use nouns, adjectives, and <b>gustar</b>.</p>	<p>1. Students will complete guided notes on noun-adjective agreement and the forms of <b>gustar</b>. The teacher will remind students that they can determine the gender of most Spanish nouns by looking at the noun's ending. She will give them a list of ten different nouns and have them practice identifying gender. Then, she will demonstrate how adjectives match the gender and number of the nouns they describe. Students will practice doing this with a second list of ten adjectives and nouns. Finally, she will demonstrate how to say what you or others like using the verb <b>gustar</b> and a simple diagram.</p> <p>2. The teacher will write a noun or adjective, or display a picture of a noun or adjective, on the board and ask for a specific form of agreement. For example: <b>Amigo (feminine plural)</b>, or a picture of <b>three female friends</b>. She will toss a ball to a student who will provide an answer (<b>Amigas</b>). Once the student has done this correctly, he or she will toss the ball to a classmate and the teacher will display a different noun or adjective with another form of agreement. This will continue until each student has had an opportunity to participate. She will repeat this process with sentence completion for the verb <b>gustar</b>.</p> <p>3. Students will work independently to complete a variety of reading and writing activities on the day's objective.</p> <p>4. Homework: grammar review.</p>	<p>Independent practice, homework assignment.</p>
<p><u>Day 5</u> SWBAT: use the present tense of regular and stem-changing verbs.</p>	<p>1. Using a verb conjugation chart, the teacher will remind students that to say what people do regularly, replace the -ar, -er, or -ir <b>infinitive endings</b> with a <b>present tense</b> ending that matches the subject. Additionally, she will demonstrate that in the present tense, some verbs have <b>stem changes</b> in all but their <b>nosotros</b> and <b>vosotros</b> forms. She will then</p>	<p>Independent practice, homework assignment.</p>

	<p>review the correct pronunciation of each verb form.</p> <ol style="list-style-type: none"> <li>The teacher will provide each student with six strips of different colored paper printed with subject pronouns (<b>yo; tú; él, ella, usted; nosotros, nosotras; vosotros, vosotras; ellos, ellas, ustedes</b>). She will project a series of different verb conjugations and have students hold up the slip of paper with a matching subject pronoun.</li> <li>Working in pairs, students will pull two subject pronouns from one envelope and one regular or stem-changing verb from another. Then, they will work together to construct two sentences, one positive and one negative, for a total of ten different sentences in the present tense. For example: <b>ellos, yo</b> (envelope 1) <b>jugar</b> (envelope 2). <b><u>Ellos juegan al fútbol cada fin de semana. Yo nunca juego futbol.</u></b></li> <li>Students will work independently to complete a variety of reading and writing activities on the day's objective.</li> <li>Homework: grammar review.</li> </ol>	
<p><u>Day 6</u> SWBAT: use the present tense of e-i, irregular verbs and reflexive pronouns.</p>	<ol style="list-style-type: none"> <li>Using what they already know about stem-changing verbs, the teacher will ask students to conjugate the verbs <b>pedir (e-i)</b> and <b>servir (e-i)</b> in their six different forms. Then, using a guided note sheet, she will introduce them to “<b>go</b>” verbs, a group of verbs that have an irregular present tense <b>yo</b> form. Lastly, she will remind them that reflexive pronouns, which refer to the same person as the subject pronoun, are used with certain verbs when the subject acts upon itself.</li> <li>The teacher will provide each student with a sheet of paper divided into two columns and three rows. In each box she will put a single subject pronoun or group of subject pronouns that share the same verb conjugation. She will post twenty-five different verb conjugations around the classroom and have students determine which box each conjugated form belongs in. For example: <b>pides</b> (verb), <b>tú</b> (box).</li> </ol>	<p>Independent practice, homework assignment.</p>

	<ol style="list-style-type: none"> <li>Students will work independently to complete a variety of reading and writing activities on the day's objective.</li> <li>Homework: grammar review.</li> </ol>	
<p><u>Day 7</u> SWBAT: use nouns, adjectives, <b>gustar</b>; the present tense of regular and stem-changing verbs; the present tense of e-i, irregular verbs and reflexive pronouns.</p>	<ol style="list-style-type: none"> <li>Students will participate in an interactive Promethean and white board grammar quiz review.</li> <li>Students will complete a grammar quiz independently.</li> <li>Students will respond to the following prompt in a minimum of five complete sentences: <b>How does culture influence language?</b> <b>How does language influence culture?</b></li> </ol>	Independent practice, grammar quiz.
<p><u>Day 8</u> SWBAT: offer help and talk about chores.</p>	<ol style="list-style-type: none"> <li>The teacher will introduce the new vocabulary and model correct pronunciation with an engaging and interactive Promethean board presentation. As she does this, students will complete the missing information on a guided note sheet that features three columns. The first column provides space for the Spanish word, the second its English equivalent, and the third an illustration.</li> <li>Then, standing in front of the class, she will pull a strip of paper out of an envelope. Each strip of paper will include a picture of an activity with its Spanish translation, for example: <b>Preparar la cena</b>. She will act out what this activity looks like. The student that correctly guesses the activity will perform the next charade. This will continue until each student has had an opportunity to participate.</li> <li>The teacher will provide each pair of students with an envelope containing seven unique pictures. Each picture illustrates a single person or multiple individuals completing varied activities. Working together, students will write two complete sentences describing each image. The first will ask for, or offer, help and the second will suggest an activity to complete. For example: <b>¿Puedo ayudarte? ¡Sí, por favor! Pasa la aspiradora en la sala.</b></li> <li>Students will work independently to complete</li> </ol>	Independent practice.

	<p>a variety of listening, reading and writing activities on the day's objective.</p> <p>5. Homework: flashcards.</p>	
<p><u>Day 9</u> SWBAT: talk about plans and places.</p>	<ol style="list-style-type: none"> <li>1. The teacher will read a short story to students about the different places a person visits during the course of a day. As students listen to the story, they will order a group of pictures to match.</li> <li>2. The teacher will provide each student with the Saturday page from a weekly planner with ten time slots from 9:00AM to 6:00PM. Students will form two concentric circles facing each other. The person in the inner circle will ask the person in the outer circle what their plans are for a specific period of time, for example: <b>¿Qué quieres hacer este sábado?</b> The person in the outer circle will respond with an activity. For example: <b>Quiero ir al zoológico.</b> Both parties will finalize a time and record the appointment in the planner. For example: <b>¿A qué hora? ¿A la una? No, no puedo. ¿A las cuatro? Bueno, nos vemos.</b> The outer circle will rotate clockwise and students will continue to make plans with different people for the upcoming weekend.</li> <li>3. Students will work independently to complete a variety of listening, reading and writing activities on the day's objective.</li> <li>4. Homework: vocabulary review.</li> </ol>	<p>Independent practice, homework assignment.</p>
<p><u>Day 10</u> SWBAT: Offer help and talk about chores; talk about plans and places.</p>	<ol style="list-style-type: none"> <li>1. The teacher will arrange student desks into standard columns and rows, with each column of students representing a team. At the back of the room, the teacher will display a vocabulary word or phrase to the last row of students, for example: <b>sacar la basura.</b> The students will draw an image depicting the word or phrase on a blank slip of paper and pass it up towards the front of their column as quickly as possible. When the slip of paper reaches the first person, they will attempt to correctly write the vocabulary word or phrase associated with the image in Spanish. The team that correctly does this first wins the round. The first person in each column</li> </ol>	<p>Independent practice, vocabulary quiz.</p>

	<p>moves to the back and each student shifts forward one seat. This continues until all of the vocabulary words and phrases have been reviewed.</p> <p>2. Students will complete a vocabulary quiz independently.</p>	
<p><u>Day 11</u> SWBAT: use idioms with <b>tener</b> and verbs followed by infinitives.</p>	<p>1. The teacher will introduce idioms with <b>tener</b> using TPR. She will act out each idiom until students are able to correctly guess them.</p> <p>2. Working in pairs, students will create posters illustrating the meaning of a variety of common Spanish idiomatic expressions with the verb <b>tener</b> to display throughout the classroom and school. For example: <b>tener prisa</b>.</p> <p>3. Students will work independently to complete a variety of reading and writing activities on the day's objective.</p> <p>4. Homework: grammar review.</p>	<p>Independent practice, homework assignment.</p>
<p><u>Day 12</u> SWBAT: use the present progressive, <b>ir a</b> with infinitives, and direct object pronouns.</p>	<p>1. Students will complete guided notes on the formation of the present progressive, <b>ir a</b> with infinitives and direct object pronouns. The teacher will point out that the present progressive tense, which demonstrates continuing action or something going on now (-ing) and <b>ir a</b> with infinitives (to be going to do something) are very similar to English constructions. Additionally, she will tell students that direct object pronouns can be used to replace previously mentioned nouns, therefore avoiding repetition. The teacher will provide students with a list of nouns and ask them which direct object pronoun could be used to correctly replace it.</p> <p>2. Working in pairs, students will pull one subject pronoun from one envelope and one verb from another. Then, they will work together to construct a question and answer for each pair, to form a total of ten complete sentences. For example: <b>nosotros</b> (envelope 1) <b>cortar</b> (envelope 2). ¿Qué estáis haciendo? <b>Nosotros</b> <i>estamos</i> <b>cortando</b> el césped.</p> <p>3. Students will work independently to</p>	<p>Independent practice, homework assignment.</p>

	<p>complete a variety of reading and writing activities on the day's objective.</p> <p>4. Homework: grammar review.</p>	
<p><u>Day 13</u> SWBAT: use affirmative and negative informal commands.</p>	<ol style="list-style-type: none"> <li>1. Students will complete a flow chart on the formation of affirmative and negative informal commands. The teacher will explain the steps to students and provide them with multiple examples. Students will then attempt to form five of each type of command.</li> <li>2. The teacher will have all students stand up to play a game of Simon Says. The teacher will give a variety of affirmative and negative commands to students, for example: <b>Simón Dice, toca la boca. Simón dice no toques el codo.</b> When a student incorrectly completes a command they must sit down. This will continue until one student remains standing.</li> <li>3. The teacher will provide each pair of students with a simple traditional recipe from a Spanish-speaking country in English. Students will translate the recipe from English to Spanish using a minimum of 5 affirmative commands and 2 negative commands. For example: <b><u>Lava, pela y corta seis patatas en lamias finas. A este punto, no mezcles demasiado rápido.</u></b></li> <li>4. Students will work independently to complete a variety of reading and writing activities on the day's objective.</li> <li>5. Homework: grammar review.</li> </ol>	<p>Independent practice, homework assignment.</p>
<p><u>Day 14</u> SWBAT: use idioms with <b>tener</b>, verbs followed by infinitives; use the present progressive, <b>ir a</b> with infinitives, direct object pronouns; use affirmative and negative informal commands.</p>	<ol style="list-style-type: none"> <li>1. Students will participate in an interactive Promethean and white board grammar quiz review.</li> <li>2. Students will complete a grammar quiz independently.</li> <li>3. The teacher will review the instructions and complete the first question for each section of the unit exam review.</li> <li>4. Homework: Unit exam review</li> </ol>	<p>Independent practice, grammar quiz.</p>
<p><u>Day 15</u></p>	<ol style="list-style-type: none"> <li>1. The teacher will explain all components of the</li> </ol>	<p>Brochure checklist.</p>

<p>SWBAT: create a study abroad brochure for a Spanish-speaking city or region of the world.</p>	<p>performance task, including the accompanying rubric. Students will complete a guided note sheet as the teacher demonstrates the process of designing a brochure, using pre-loaded templates, with Microsoft Word and key program functions. Next, she will show students how to access information from reliable Internet sources. Lastly, she will display examples of excellent, good, fair and poor finished products.</p> <p>2. Students will begin research on their chosen city or region for their study abroad program brochure.</p>	
<p><u>Day 16</u> SWBAT: create a study abroad brochure for a Spanish-speaking city or region of the world.</p>	<p>1. Students will continue research on their chosen city or region for their study abroad program brochure.</p> <p>2. Students will work towards completing specific components of brochure.</p>	<p>Brochure checklist.</p>
<p><u>Day 17</u> SWBAT: create a study abroad brochure for a Spanish-speaking city or region of the world.</p>	<p>1. Students will work towards completing specific components of their brochure.</p>	<p>Brochure checklist.</p>
<p><u>Day 18</u> SWBAT: create a travel brochure for a Spanish-speaking city or region of the world.</p>	<p>1. Students will work independently to finalize their brochures.</p> <p>2. Students will display their brochures around the perimeter of the room and participate in a gallery walk where they will have an opportunity to observe the work of their peers and provide meaningful feedback. As students participate in the gallery walk, they will be responsible for making three comments and asking three questions about different pieces of work.</p> <p>3. Students will independently respond to the following questions in complete sentences. <b>What is culture? Why isn't there only "one" culture in the world? How does where I live determine who I am? How</b></p>	<p>Completed brochure.</p>

<p><b>Performance Task:</b> <b>Folleto (Programas de estudio en el extranjero)</b></p>	<p><b>does culture influence language? How does language influence culture?</b> Then, they will turn to the person next to them and discuss their responses. The teacher will ask for students to share out.</p>	
<p><u>Day 19</u> SWBAT: demonstrate mastery of all concepts learnt with a unit exam.</p>	<p>1. Students will participate in a game of Numbered Heads Together to review all concepts learnt throughout the course of the unit.</p>	<p>Unit exam review.</p>
<p><u>Day 20</u> SWBAT: demonstrate mastery of all concepts learnt with a unit exam.</p>	<p>1. Students will complete a unit exam independently.</p>	<p>Familiares y amigos unit exam.</p>

## Folleto (Programas de estudio en el extranjero)

You will create an illustrated brochure comparing and contrasting a Spanish-speaking city or region, of your choice, with New Orleans. The purpose of your brochure is two-fold. First, it should inform individuals about varied aspects of your selected city or region. Second, it is intended to depict the similarities and differences between the culture of your chosen city or region, and that of your current home, New Orleans. Please be mindful that the region you choose is the area that you will be researching throughout the course of the year. Accuracy of information and creativity of presentation are extremely important. The brochure must be **completely in Spanish**, and at a minimum, should include the following (i.e. this is what you research).

	A world map with your chosen country <b><u>outlined</u></b> and your desired city, or region, <b><u>highlighted</u></b> .
	A paragraph, with a minimum of seven sentences, describing the climate, economy, geography, history, and religion of your chosen city, or region. Identify <b>two</b> similarities and <b>three</b> differences, with the words <b>similitud</b> y <b>diferencia</b> , between the area and New Orleans while doing this.
	A paragraph, with a minimum of five sentences, detailing available housing options, accompanying expectations, and responsibilities. Identify <b>one</b> similarity and <b>one</b> difference, with the words <b>similitud</b> y <b>diferencia</b> , while doing this.
	A paragraph, with a minimum of five sentences, describing a typical school day and a list of at least five different classes. Identify <b>three</b> similarities and <b>one</b> difference, with the words <b>similitud</b> y <b>diferencia</b> , while doing this.
	A paragraph, with a minimum of five sentences, describing <b>five</b> extracurricular and cultural activities. Identify <b>three</b> similarities and <b>one</b> difference, with the words <b>similitud</b> y <b>diferencia</b> , while doing this.
	A minimum of five photographs. Include varied images of the city, school, housing, and activities.

Use the following websites to begin your research:

<https://www.cia.gov/library/publications/the-world-factbook/>

<http://www.britannica.com/>

<http://www.ciee.org/>

<http://educulture.org/>

<http://www.enforex.com/>

<http://www.goabroad.com/>

<http://www.studyabroad.com/>

**Remember to write all of the information in your own words. Do not plagiarize.**

Also, remember to document your sources of information on the brochure itself.

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>Accuracy and use of Grammar</b> (25%)	<b>25%-20%</b>	<b>19%-14%</b>	<b>13%-7%</b>	<b>7%-0%</b>
	There are no grammatical errors in the brochure. All verbs are correctly conjugated.	There are few grammatical errors in the brochure. Most verbs are correctly conjugated and meaning is understood.	There are some grammatical errors in the brochure. Some verbs are incorrectly conjugated and meaning is difficult to understand.	There are many grammatical errors in the brochure. Many verbs are also incorrectly conjugated and meaning is difficult to understand.
<b>Accuracy and Use of Vocabulary</b> (25%)	<b>25%-20%</b>	<b>19%-14%</b>	<b>13%-7%</b>	<b>7%-0%</b>
	Presentation includes accurate descriptions using learned vocabulary. All words and phrases are in Spanish.	Few errors in choice of words, meaning is understood. Most words and phrases are in Spanish.	Some errors in choice of words, meaning is difficult to understand. Some words and phrases in English.	Vocabulary incorrectly used. Some words and phrases in English.
<b>Accuracy of Information</b> (20%)	<b>20%-15%</b>	<b>14%-10%</b>	<b>9%-5%</b>	<b>4%-0%</b>
	All listed requirements are included. Details provided, in regards to both the chosen city and program, are appropriate and accurate.	Most listed requirements are included. Details provided, in regards to both the chosen city and program, are accurate.	Some listed requirements are included. Details in regards to both the chosen city and program, are inconsistent, or incorrect.	Few listed requirements are included. There are inconsistent or incorrect details, in regards to both the chosen city and program, provided.
<b>Graphics, Pictures and Organization</b> (15%)	<b>15%-12%</b>	<b>11%-8%</b>	<b>7%-4%</b>	<b>3%-0%</b>
	The brochure is clearly and concisely formatted. Images and graphics, numbering more than three, are varied and well integrated, enhancing the brochure.	The brochure is clearly and concisely formatted. The five images and graphics, are varied and well integrated.	The brochure is not clearly and concisely formatted. Images and graphics number less than five.	The brochure is disorganized and difficult to understand. Images and graphics number less than five.
<b>Presentation of Brochure</b> (15%)	<b>15%-12%</b>	<b>11%-8%</b>	<b>7%-4%</b>	<b>3%-0%</b>
	Student demonstrates a clear understanding of information. They are able to answer all questions regarding their program.	Student demonstrates an understanding of most information. They are able to answer most questions regarding their program.	Student demonstrates limited understanding of information. They are able to answer some questions regarding their program.	Student demonstrates limited understanding of information. They are unable to answer most questions regarding their program.

