

## **Excellent Job**

Throughout your student teaching you have consistently articulated a vision of social justice anchored in providing students with opportunities to challenge their own assumptions, positionings and privileges through motivating and enriching content. This unit epitomizes your vision and abilities to design curricular plans that are likely to create a supportive learning environment that encourages appropriate standards of behavior, critical thinking, positive social interaction, active engagement in learning, and self-motivation for all students.

Your Teacher Candidate work Sample is beautifully organized. It is clear, easy to follow, and complete. Part of what makes it easy to follow is the contents section you included and the descriptions you included. The unit you designed not only contains required components in rich detail but its content is motivating and very accurate. Assessments are equally supportive of your goals and advance learning, not simply evaluate it. The focus of the content of this unit is highly congruent with the big ideas or structure of the discipline as it draws meaningful and purposeful connections with other disciplines (i.e., social studies). This unit demonstrates how lessons are explicitly linked to unit objectives and incorporate a significant variety of instructional strategies and techniques that are differentiated according to appropriate cognitive, developmental, and proficiency levels.

In your contextual factors, I could see how you included the feedback I gave you about broadening your notion of community and including ideas that are more representative of RI and education in general and not just your school. I think you were right on with your comments about Jonathan Kozol. I also think it was quite appropriate to use such framework to your own school context and how even though Coventry may be privileged in many respects, there are students who have to endure a lot of difficult situations. Just as you described with the student in your example. I believe it was exceptional to name the positive and negative consequences of your school to be over performing. It shows your commitment to education in general and not just to the school you happened to be at this time. The descriptions about UBD and parental involvement were rich and clear. The same is true with the classroom factors. Two things you could have done better in this section deal with integrating the tables and graphics you present at the end, and with expanding specifying more on the student characteristics and instructional implications.

The learning goals section has a very well organized layout that combines narrative with tables. It also appropriately combines Bloom's taxonomy, Wiggins and McTighe's understanding by design, and the ACTFL standards. I see you included more standards as I suggested and this now makes much more justice to all the standards you were focusing on although you included the same standard for social studies twice.

Your table format you chose for your assessment plan allows you to explain assessment activities at the same time that the learner goals and the assessment category are easily accessible. The graphic depiction of such information is also useful although it repeats the same information. The work samples of students you attach give clear testimony that the students understood what you were looking for and that they were challenged to give their best during this unit.

You were purposeful and explicit in your section Design for instruction and in the assessments you chose. Performance assessments were combined with plenty of other assessments and explicit desired outcomes were present. It was easy to see how all your lessons explicitly linked to learning goals and how the evidence you designed would provided evidence of student learning. The content included here was not only accurate but revealing and interesting. I really enjoyed reading the results of your pre-assessment and looking at the accompanying graphic you created.

A wonderful job indeed! Congratulations. Take a look at the rubric for more detailed feedback on each of the areas.

## Differentiated Unit on “Los Aztecas”

For the unit on the Aztecs, I have created a set of learning goals that will provoke critical thinking while also creating respectful opinions about the Aztec civilization. I once had a more traditional way to teach; I would first select a theme, then I would create some activities, and lastly, I would think of the assessment task. This way of teaching is very traditional, often times disengaging, test based and teacher centered. I am so fortunate to have learned about the Understanding by Design (UbD) philosophy that changed teaching for the better. I feel that the UbD format is far more student centered and reaches for a higher understanding of key concepts by exploring “big ideas” and “essential questions”. Having adopted the UbD philosophy, I had to think of essential questions and enduring understandings, all the “big ideas”. This is, thinking of the ending product first, and asking myself, “what information do I want my students to understand after this unit?, What language skills will my students have acquired after this unit?, What do I want my students to know and be able to do after this unit? All of these questions made me think of my unit in a very different light; by thinking about essential questions and enduring understanding before any activity, it was necessary to think of my ending result first. An enduring understanding is what students will understand after the unit. It was a challenge to erase the typical way I was thought to write lessons; however adopting the UbD philosophy was well worth it. Thinking of the end first required me to also think about a final project for the unit before really creating any activities. With the adoption of the UbD philosophy I also adopted an assessment template called GRASPS where students are asked to play a role and consider an audience. Allowing the students to play a role enables them to see the world from a different perspective. Below I have included my learning goals which consist of: Enduring Understandings, Essential Questions and a list of what the students *know* and will *be able to do*

by the end of the unit. I have also provided three overarching standards which are aligned with the learning goals, one coming from the ACTFL Standards for Foreign Language, and the other two coming from the Curriculum Standards for Social Studies.

Stage 1 – Desired Results	
<p><b>Established Goals:</b>  <b>ACTFL Standards/Foreign Language Standards:</b>            Standard #3: Connections: <i>Connect with Other Disciplines and Acquire Information</i>            3:1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p><b>Curriculum Standards for Social Studies:</b>            I. Program includes experiences that provide for the study of culture and cultural diversity.            III. Program includes experiences that provide for the study of people, places, and environments.</p>	
<p><b>Understandings:</b>  <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• How today’s Mexican culture, relates and differs to the Aztec civilization culture and customs.</li> <li>• The components that make up a civilization.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What makes a civilization?</li> <li>• Are modern civilizations more “civilized” than ancient ones?</li> <li>• How does <i>where</i> people live influence <i>how</i> people live?</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• What, in current day Mexico, is carried from or resembles the Aztec civilization.</li> <li>• How the Aztec civilization’s culture and customs have changed in order to keep up with today’s culture and ideas.</li> <li>• The Aztec civilization represents culture and customs in present day Mexico and today’s world in general.</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Report back to the Aztec civilization (some communication in target language), explaining what culture and customs have been carried over and valued in today’s world.</li> <li>• Explain to the Aztecs how and why some of their culture and customs have changed.</li> <li>• Recognize, define and use thematic vocabulary pertaining to this unit (feeling, artifacts, activities, colors, countries, etc.) in the performance task.</li> <li>• Give valuable feedback to peers by being an active participant in final presentations.</li> </ul>

After creating this set of leaning goals, it is clear to see that I will be using various levels of Bloom’s Taxonomy. The unit’s learning goals ask students to show they have gained *Knowledge*, “exhibiting memory of previously learned material by recalling facts, terms, basic concepts and answers” (Bloom’s Taxonomy). A second level of Bloom’s Taxonomy that is

present in the learning goals is *Comprehension*, where students are expected to demonstrate understanding of facts through comparing, translating, interpreting, giving descriptions and stating main ideas. (Bloom's Taxonomy) I have often asked, "What does this mean?, tell me more about..., give me an example of..." and so on. These questions all represent Bloom's "*Comprehension Level*" of questioning. I have also included quite a bit of *Analysis* level learning goals that allow students to break down information, compare/contrast, differentiate, distinguish, identify, relate, and so on. In this unit, I have asked my students how the Aztec civilization is related to current day Mexico by stating similarities and differences of the two. I believe that by allowing students to analyze within a unit helps them better understand key concepts about today's world. The learner goals that I have provided here also allow the students to *Synthesize* and *Evaluate*. Students will synthesize and compile information about the Aztec civilization and create a Newsletter where students are asked to play a role as a reporter from the 21<sup>st</sup> century. This is asking the students to put themselves in a different situation, trying to see from another's perspective. The audience will play a role in *Evaluating* the newsletter presentations. The audience will be asked to give positive feedback to the presenter, stating "opinions and making judgments about the information" presented. (Bloom's Taxonomy) It is important to foster a positive learning environment, and I have done so by allowing students to Evaluate and provide positive feedback to their peers.

The unit I will be teaching is highly appropriate for middle school age students. I have about 160 eighth grade students who have a high interest in learning about the Aztecs and Mexico. I am aware of this from a past "chalk talk" that I did with the students. They showed little to no background information neither in the Spanish language, nor about Mexico and the ancient Aztecs. I was excited to see that there was an interest to learn about the Aztecs. One of

my objectives for this short lived Spanish class is to excite the students about a language. I have these students for about two months every-other day. This is the only Spanish that students will see all throughout their middle school experience. I have focused a great deal on culture connected with the Spanish language in order to achieve this objective.

It is essential when learning a language, that the students have been exposed to some cultural aspects of the language. When talking about Mexico, one cannot deny that there is a great deal of history that belongs to the indigenous race. I know that the students need this particular unit because many aspects of the indigenous culture in the Mexican culture still exists, it is important that students know and investigate about the civilization which lived in Mexico before the Spanish conquest. In this unit, the students will be exploring new vocabulary while talking about the Aztecs, giving the unit a context in which students will be able to learn the language skills while learning the content. By giving students a background on the rich culture and history of Mexico, they will be equipped to talk about their knowledge gained in this unit not only in the language classroom in high school, but also in their Social Studies classes both the high and middle school.

### Assessment Plan

Assessment Plan		
Category	Assessment Activities	Learner Goals
<p><b>Pre-Assessment:</b></p> <p>Pre-assessments are essential to have in the classroom, for they often tell student skills needs, misconceptions and so. Pre-assessments</p>	<p style="text-align: center;"><u>Day One of unit: Introduction of “los Aztecas”</u></p> <p>In the first day, we will introduce the “W” of the lesson. I will have in mind the questions: “Where are we going?” and “What is expected?” We will answer these questions with a chalk talk which will also serve as the “hook” of the lesson. For the chalk talk, I will write “México” on one board or large sheet of paper and the “Los Aztecas” on another. This activity will inform me what the students know and want to learn about the Aztecs and Mexico. After the students have</p>	<p><b>Understandings:</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• How today’s Mexican culture, relates and differs to the Aztec civilization culture and customs.</li> </ul> <p><b>Students will know...</b></p>

<p>allow the teacher to reflect on their students' strengths and weaknesses.</p>	<p>done the chalk talk, as a class we will discuss what we see on the chalk talk. I will ask the students, "Can we see any similarities/relationships between the Aztec civilization and Mexico?" This will be the entrance point to the enduring understandings, answering the "W" in "WHERE TO". By using the chalk talk as an initiating activity, I will be giving the students the opportunity to express what they know and want to know about The Aztecs and the current day society and culture in Mexico. This is one way that I will be differentiating the content, by listening to what my students feel they need to learn based on what is interesting to them.</p>	<ul style="list-style-type: none"> <li>• What, in current day Mexico, is carried from or resembles the Aztec civilization.</li> </ul>
<p><b>Formal Assessments</b></p>	<p>On the day of student presentations, I will be formally assessing student performance in their oral presentations of the final project. This formal assessment represents the entire units learning goals. In the assessment that students were assigned, they will be demonstrating what they have learned throughout the unit. The assessment is a newsletter that students were asked to create based on the knowledge and research that they have gained during this class and the unit. The three dittos that coincide with the final project are attached.</p> <p>(Work samples from students attached)</p>	<p><b>Understandings:</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• How today's Mexican culture, relates and differs to the Aztec civilization culture and customs. The components that make up a civilization.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What makes a civilization?</li> <li>• Are modern civilizations more "civilized" than ancient ones?</li> <li>• How does <i>where</i> people live influence <i>how</i> people live?</li> </ul> <p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• What, in current day Mexico, is carried from or resembles the Aztec civilization.</li> <li>• How the Aztec civilization's culture and customs have changed in order to keep up</li> </ul>

		<p>with today's culture and ideas.</p> <ul style="list-style-type: none"> <li>• The Aztec civilization represents culture and customs in present day Mexico and today's world in general.</li> </ul> <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Report back to the Aztec civilization, explaining what culture and customs have been carried over and valued in today's world.</li> <li>• Explain to the Aztecs how and why some of their culture and customs have changed.</li> <li>• Recognize, define and use thematic vocabulary pertaining to this unit (feeling, colors, artifacts, activities) in the performance task.</li> </ul>
<p><b>Informal/ Formative Assessments</b></p>	<p>All of the graphic organizers that I ask my students to complete are handed into me as an informal assessment grade. I tell the students that each graphic organizer will be graded on the effort they put into it, not on the content. This is one way that I have been scaffolding in the classroom. I tell students that they should not be afraid to get things wrong, for this is not what I grade. I grade the effort. On some graphic organizers I have seen misconceptions that the students have had. If this is the case, I alter instruction to fit the students' needs. I may have that particular student get some peer review, or I may facilitate a whole class discussion about misconceptions that I saw on the assignment. By doing this, I am reinforcing important ideas for the students who have understood key themes and clear up misconceptions of other students who had some difficulty completing the task. If I see that the whole class misunderstood the task, I will re-teach the theme in a different manner. (Student Graphic Organizer – Informal Assessment attached)</p>	<p><b>Understandings:</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• How today's Mexican culture, relates and differs to the Aztec civilization culture and customs.</li> <li>• The components that make up a civilization.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What makes a civilization?</li> <li>• Are modern civilizations more "civilized" than ancient ones?</li> <li>• How does <i>where</i> people live influence <i>how</i> people live?</li> </ul> <p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• What, in current day</li> </ul>

		<p>Mexico, is carried from or resembles the Aztec civilization.</p> <ul style="list-style-type: none"> <li>• How the Aztec civilization’s culture and customs have changed in order to keep up with today’s culture and ideas.</li> <li>• The Aztec civilization represents culture and customs in present day Mexico and today’s world in general.</li> </ul> <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Report back to the Aztec civilization, explaining what culture and customs have been carried over and valued in today’s world.</li> <li>• Explain to the Aztecs how and why some of their culture and customs have changed.</li> <li>• Recognize, define and use thematic vocabulary pertaining to this unit (feeling, colors, artifacts, activities) in the performance task.</li> </ul>
<p><b>Post-Assessments</b></p>	<p>It is undoubtedly true that my students are a wonderful resource. It is important to me that they are interested and fully engaged in the units and lessons I teach. This is why I always ask my students for feedback on the unit. At the end of the presentations, I will ask student to think about the project, and the unit on the Aztecs in general and tell me what they enjoyed and/or disliked about the unit and the project. Students will be asked to write down their comments and suggestions on a note card that I will collect on their way out of class. I believe that student feedback is always a good resource to have. It is important to reflect on your own teaching practice, and students can be great assets to your reflection and changes you may make in the future.</p>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Give and receive constructive criticism in a respectful manner.</li> <li>• Use accountable talk stems in discussion.</li> </ul>

	(student feedback sheets attached)	
<b>Self-Directed Learner &amp; Teamwork/ Collaboration Assessment</b>	<p>Throughout this unit I will be taking “Grades” where the students grade themselves based on their efforts that day to be a self directed learner and show good teamwork and collaboration. The students will use a rubric with a four to one scale (four being the best). If a student grades himself/herself with a four for being a self directed learner, he/she has shown that they are responsible for their own work and that they are able to work independently investing time, pride, effort and organization into their work. If a student grades himself/herself with a four for teamwork and collaboration, he/she has shown that they work well in diverse groups, participating in a variety of settings to establish positive relationships with adults and peers while working to achieve group goals. (Learner Quality Rubric, below) By using this rubric to have students grade themselves on how well they are self-directed learners and how they work collaboratively in groups shows that I value the students’ opinions and also believe that they are responsible enough to grade themselves. I also understand that this is a great way for students to be self-reflectors, gain metacognitive skills and set goals for themselves. This rubric gives the students a voice in the classroom management part of the class, allowing them to feel that their opinion is important and contributes to a safe and highly differentiated classroom environment.</p>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Self reflect on their progress in independent and group activities.</li> </ul>
<b>Adaptations for Learners:</b>	<p>There are a number of different students who need multiple opportunities to succeed in the classroom. This is why it is important to provide these students with extra scaffolding. I often aid students one-on-one with their work during homeroom and lunch periods. I also allow students to come after school to ask any questions that they may have. I provide the students with user-friendly instructions and visual graphic organizers in the assessment processes. I also allow extra time for student to complete work when necessary.</p> <p>I also have three native speakers of Spanish in my classroom. I often ask these students to complete more difficult tasks in Spanish. I often call on these students to assist me in the teaching, which they love. I often have them read difficult passages in Spanish to the class. This helps these advanced students strengthen their reading skills. It is my obligation, as their teacher to provide them with the most practice I possibly can, and the most opportunities to better their reading and writing skills. I asked these students to do their final projects completely in the target language. Had I had more time, I would pair these students up in a collaborative group to work on writing skills, spelling and word recognition. I was very proud of my native speakers because they showed me their abilities in their native language while also learning rich content about the history of Mexico.</p>	

<b>MÚSICA</b>	<b>COMIDA</b>	<b>ARTE Y CULTURA</b>
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Day 1 Graphic Organizer:

This was an informal/formative assessment that charted student comprehension of key concepts about the Aztec civilization.

<b>Below are samples of Pre, Informal/Formative, Formal, Post and Learner Assessments. Rubrics, research dittos and models are also included:</b>		
<b>¿Cuál es el sonido que oíste?</b> What did you hear?	Name four main foods of the Aztecs.	Aztecs have?
<b>¿Qué sonidos oíste?</b> What sounds did you hear?	<b>¿Por qué esa comida fue tradicional para los Aztecas?</b> Why was this food traditional for the Aztecs?	<b>¿Que viste que crees que es interesante en el arte de los Aztecas?</b> What did you see that you thought was interesting about the art of the Aztecs?

## **LA CULTURA DE LOS AZTECAS**

Day 2: Video Graphic Organizer:

This ditto helped students stay focused during a video on the ancient Aztecs. This was more of a formative assessment where I was able to see students' reactions to the video contents and also see what students were interested in learning. I altered instruction to fit the needs and interest of the students.

## Película de los Aztecas

### **Nombra tres cosas que aprendiste viendo la película:**

Name three things that you learned while watching the video:

### **¿Qué viste que fue lo más interesante?**

What did you see that was the most interesting to you?

### **Quisieras aprender más de ...**

You would like to learn more about...

### **Algunas preguntas que tienes:**

Lingering questions that you have:

#### GRASPS project ditto:

This ditto explains to the students what the expectations are for their Newsletter project. I will go over this ditto explicitly to make sure that all students are aware of their goal “G”, the role “R” they will be asked to take, their audience “A” they will need to consider, the situation “S”

they will find themselves in, the product/performance “P” they will be asked to create and finally the standards “S” for success.

## **Newsletter: Reporting Back to a Civilization**

### **GRASPS:**

#### **Goal:**

- Your task is to inform the Aztec people, through a newsletter, how today’s Mexican culture relates to Aztec discoveries, culture and customs.
- The goal is to inform the Aztec people about the adoption of their culture and customs.
- The challenge is to have some communication be in the target language, (Spanish).
- The obstacle to overcome is to explain to the Aztec people advances of the discoveries without offending or criticizing them about their own findings and theories that were once very valuable to their culture.

#### **Role:**

- You are a writer/reporter from the 21<sup>st</sup> century.
- You have been asked to report to the Aztecs how their discoveries and culture have helped today’s Mexican society, and also how these discoveries and culture may have changed.

#### **Audience:**

- Your clients are a group of Azteca people
- You need to convince the Aztecs that some of their discoveries and cultural aspects have been useful to today’s world whereas others have changed, conforming to the needs of today’s world.

#### **Situation:**

- The context you will find yourself in is presenting to the Aztec people in the 21<sup>st</sup> century. You will need to explain to them, through a newsletter, how four of their discoveries, cultural aspects, or customs have been adopted and/or adapted by today’s world (Pertaining mostly to Mexico). You will need to explain to them how these discoveries/customs have changed and why.
- The challenge involves dealing with Aztec people who are unfamiliar with many aspects of the world of the 21<sup>st</sup> century.

#### **Product, Performance and Purpose:**

- You will, create a newsletter that will later present that explains how many of the aspects which were highly valued in the Aztec culture are still highly valued in today’s world (most predominantly in Mexico). Each student will be held accountable to investigate **FOUR** discoveries and/or cultural aspects of the Aztec culture that they will write about in their newsletter.

***Standards and Criteria for Success:***

- Your product must be a one to two page newsletter which represents the Aztec culture and discoveries that are still valued in current day Mexico. Each and every student will present this newsletter explaining what discoveries/cultural aspects that they have highlighted.
- Your work will be judged by how well you portray the cultural aspects and discoveries of the Aztecs that are present in current day Mexico. You will also be judged on preparedness, pronunciation and use of thematic vocabulary.
- A successful result will be when the Aztec people appreciate the work and research you have done to make connections from their ancient civilization, to current day Mexico. Aztec people will see the differences between the two, their civilization and your world, and be able to feel some gratification for the contributions that they have made to your world.

**Library research graphic organizer:**

This is a graphic organizer that students worked on in the library. Their assignment was to gather information for their “Newsletter” project. I created this graphic organizer to control what

the students were researching and to also target certain areas which I had placed more importance on. On the front of the ditto I had listed six websites that I had found useful to gather information. These sites were also very user and kid friendly. A number of these sites could be viewed in both the English and Spanish languages.

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

## **WEBSITES TO VISIT:**

### **LOS AZTECAS:**

1. <http://library.thinkquest.org/27981/>
2. <http://www.wsu.edu/~dee/CIVAMRCA/AZTECS.HTM>
3. <http://www.solarnavigator.net/history/aztecs.htm>

### **MÉXICO:**

1. [http://www.elbalero.gob.mx/index\\_kids.html](http://www.elbalero.gob.mx/index_kids.html)
  - <http://www.elbalero.gob.mx/kids/history/html/colonia/home.html>
2. <http://en.wikipedia.org/wiki/Mexico>
3. <http://www.enchantedlearning.com/school/Mexico/>

1. Based on your research, comment on the Aztec religion. (#1)

2. Based on your research, comment on the religion of Mexico. (#1)

3. How is Aztec life similar/different to/from typical Mexican life?

Similar:

Different:

4. Comment on the Spanish conquest:	
5. According to your research and your personal opinion, does the Aztec culture still exist in Mexico? Explain why or why not.	

Rubric on Newsletter:

The rubric on the Newsletter ditto will allow student to see the criteria they need in order to get a high score. The rubric is graded based on a 4-1 scale, with 4 being the best possible grade. I will explicitly go over this ditto explaining the criteria to achieve the grade of a four.

## Newsletter: Reporting Back to a Civilization - Rubric

CATEGORY	4	3	2	1
<b>Information Presented in Newsletter</b>	You have listed more than 4 examples of how today's Mexican culture relates to Aztec discoveries, culture and customs in your newsletter.	You have listed 4 examples of how today's Mexican culture relates to Aztec discoveries, culture and customs in your newsletter.	You have listed 2-3 examples of how today's Mexican culture relates to Aztec discoveries, culture and customs in your newsletter.	You have listed 1-2 examples of how today's Mexican culture relates to Aztec discoveries, culture and customs in your newsletter.
<b>Headlines</b>	All headlines are written in Spanish. Additional headlines are also written in Spanish. Awesome job!	All headlines are written in Spanish.	Most headlines are written in Spanish.	Few to no headlines are written in Spanish.
<b>Spelling and Proofreading (for text in Spanish)</b>	Your newsletter was free of spelling errors. You have added additional information (in Spanish) which is also free of spelling errors.	Your newsletter was free of spelling errors.	Your newsletter has a few (1-3) minor spelling errors.	Your newsletter has occasional spelling errors.
<b>Editorials - Worthwhile</b>	All information about Mexico and the Aztecs was accurate and there was a clear reason for including this information in the newsletter.	Most information about Mexico and the Aztecs was accurate and there was a fairly good reason for including this information in the newsletter.	The information about Mexico and the Aztecs was mostly accurate in the newsletter.	The information about Mexico and the Aztecs was occasionally inaccurate and needed more development.
<b>Neatness and Organization</b>	Your newsletter is neat and organized (written or typed). You have gone above and beyond including pictures that pertain to the topics discussed.	Your newsletter is neat and organized (written or typed). You have included pictures that pertain to the topics discussed.	Your newsletter is somewhat neat and organized (written or typed). You have included some pictures that pertain to the topics discussed.	Your newsletter could be more neat and organized. You have included little to no pictures that pertain to the topics discussed.

## Presentation Rubric

CATEGORY	4	3	2	1
<b>Preparedness</b>	The presentation of your newsletter shows that you went above and beyond preparing and practicing.	The presentation of your newsletter shows that you have practiced and are well prepared.	The presentation of your newsletter shows that you have done some practicing and are somewhat prepared.	The presentation of your newsletter shows you're practicing and preparation is developing.
<b>Language Skills (Spanish)</b>	In your presentation of the newsletter, you have successfully introduced yourself, told where your family comes from and commented on additional information that was not required.	In your presentation of the newsletter, you have successfully introduced yourself and told where your family is from.	In your presentation of the newsletter, you have introduced yourself and told where your family is from with few errors.	In your presentation of the newsletter, you have introduced yourself and told where your family is from with occasional errors.
<b>Pronunciation (Spanish)</b>	You have pronounced all required words and additional words from the newsletter correctly.	You have pronounced all required words correctly.	You have pronounced mostly all words correctly. (1-3 minor errors)	Your pronunciation skills are developing. You have made occasional errors with pronunciation of words.

Model of Newsletter ditto:

