

Level III, Spanish

Targeted Elements [Interpersonal Mode]

- MLIII.INT1B Understand culturally authentic materials and information
- MLIII.INT1F Demonstrate Novice-High to Intermediate-Low proficiency in listening, viewing and reading comprehension

Description of Task

Pancha and her family live in the Altiplano in Bolivia. Pancha lives with her husband Pepe and their three children. Pepe is a farmer who occasionally fishes in Lake Titicaca. He provides all the family's needs by selling crops and fish. Pancha is a housewife who goes to the market to sell the quilts and crafts she makes. Pepe and Pancha speak Aymara and can understand some Spanish phrases. The oldest children know Aymara and are learning Spanish in school. The parents sometimes have to rely on their children to communicate. They know how important Spanish has become in Bolivia. The family is content and grateful.

Recently, Pepe has been ill. He suffers from back pains and finds it unbearable to work with the crops and fish. Home remedies are used for Pepe because money for doctors is impossible. The crops, which are the family's livelihood, are unattended. Pancha has skipped going to the market so she can take care of Pepe. Pancha feels that her only solution is to pull the children out of school so they can help with the daily chores.

Express your opinion on ways you would:

- Help Pepe's medical condition/treatment;
- Help the family's economic situation;
- Help the children with their education.

Teacher Notes

Class will be divided into four groups to discuss the situation. Students will be asked to write opinions, suggestions and recommendations they would give Pancha as a group. Students will come together and discuss each group's recommendations.

This link will provide information about the [Aymara](#) culture.

Scoring Guide

See below

Intermediate-Low Interpersonal Rubric

	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>
<p><i>How well does the student communicate?</i> (Text Type)</p>	Creates with language (does not rely on memorized chunks); connects simple sentences to create longer sentences; uses strings of sentences.	Creates with language (does not rely on memorized chunks); uses simple sentences and some strings of sentences.	Uses memorized phrases and/or simple sentences (which may appear more like memorized chunks).
<p><i>How well is the student</i> (Comprehensibility)</p>	Is consistently and easily understood.	Is generally understood.	Is sometimes difficult to understand.
<p><i>How well does the student understand?</i> (Comprehension)</p>	Conversation is logical and on topic.	Conversation is generally logical and on topic.	Conversation is occasionally illogical but is on topic.
<p><i>What kind of vocabulary does the student use?</i> (Language Use and Vocabulary)</p>	Uses a wide range of vocabulary appropriate to the topic; may occasionally grope for vocabulary.	Uses a range of vocabulary that accomplishes the task. However, occasionally may be unable to find the appropriate vocabulary.	Uses basic vocabulary and may resort to English when unable to communicate the message.
<p><i>How well does the student keep the conversation going?</i> (Communication Strategies)</p>	Asks and answers simple questions to maintain the conversation and to clarify meaning. At times, may paraphrase to clarify meaning.	Maintains a simple conversation by responding to questions, asking some simple questions, and may be able to ask for clarification.	Responds to basic, direct questions but may have difficulty asking questions.
<p><i>How well do I demonstrate cultural understanding?</i> (Cultural Awareness)</p>	Generally demonstrates awareness of cultural appropriateness (use of register, greetings, leave-takings).	Occasionally demonstrates awareness of cultural appropriateness (use of register, greetings, leave-takings)	Does not demonstrate an awareness of cultural appropriateness (use of register, greetings, leave-takings).

Adapted from rubrics used by the Consortium for Assessing Performance Standards, a USDE Foreign Language Assistance Program grant to the East Brunswick (NJ) Public Schools, Edison Township (NJ) Public Schools, West Orange (NJ) Public Schools and the West Windsor-Plainsboro (NJ) Public Schools [more information available at <http://flenj.org/CAPS/?page=parent>].