**STUDENT INSTRUCTIONS for the IPA**

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| **Target Language:** Spanish**IPA Targeted Proficiency Level:** Intermediate Low **IPA Language Learning Outcome:** * Los estudiantes podrán informar a otros de las actividades que han hecho usando el perfecto presente y pasado.
* Los estudiantes podrán describir las situaciones hipotéticas tanto las reales usando el subjuntivo.
* Los estudiantes podrán describir la diferencia entre el comercio justo y directo usando el vocabulario del comercio y el consumidor.
* Los estudiantes podrán distinguir el impacto de la comida orgánica usando el vocabulario de la finca y los productos orgánicos.

**IPA Content Learning Outcome:** * Los estudiantes podrán explorar los cultivos cerca de su casa y cómo afectan la economía.
* Los estudiantes podrán investigar el impacto de la comida orgánica.
* Los estudiantes podrán comparar la diferencia entre el comercio justo y el comercio directo.

**IPA Culture Learning Outcome:** * Los estudiantes podrán identificar los desafíos que enfrentan los pequeños agricultores por proveer fuentes de comida orgánica.
* Los estudiantes podrán analizar las ventajas y desventajas de los productos orgánicos.
* Los estudiantes podrán comparar las clasificaciones del comercio justo y directo.

**IPA Essential Question:*** ¿Qué cultivo hay cerca de tu casa y cómo afecta la economía?
* ¿Qué es el impacto de la comida orgánica?
* ¿Qué es la diferencia entre el comercio justo y el comercio directo?
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| **IPA Communicative Scenario****Role and context:** Eres un/a defensor/a de la pequeña empresa en California, donde un gran número de pequeñas empresas son propiedad de familias hispanohablantes que venden la comida orgánica.**Communicative Purpose:** Tienes que convencer al propietario de “Stuff Mart” de subcontratar sus productos a pequeñas empresas locales en lugar de a grandes empresas de fuera del estado.**Target Audience:** Better Business Bureau Consortium, Class/Family**Genre & Expectations for Final Product:** 1. Una carta bien escrita que explica los beneficios del comercio justo junto con una presentación verbal en clase con las representantes de “Stuff Mart” presentes.
2. Un artículo en la revista Comida bien escrito que refleja los beneficios de las comidas orgánicas junto con una presentación verbal en clase con las representantes de “Stuff Mart”.
3. Un póster bien deseñado que explica los agricultores pequeños y grandes junto con una presentación verbal en clase con las representantes de “Stuff Mart” presentes.
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**Instrucciones para las tareas interpretivas (con enlaces):**

* Lee la información en los sitios web bajo los enlaces abajo y responde a los siguientes estímulos de redacción:
	+ Haz un resumen corto sobre el contenido del artículo/sitio web.
	+ ¿Qué información encontraste que fue nueva o interesante a ti?
	+ ¿Cómo es diferente el artículo en comparación con otros materiales que haz leído sobre el mismo sujeto?
	+ ¿Cómo te impacta el artículo en tu propia vida?
* **Enlaces:**
	+ [Comercio justo vs. directo](https://clac-comerciojusto.org/comercio-justo/introduccion/sistema-fairtrade/)
	+ [Cooperativa de Los Pinos](http://www.cooperativalospinos.com.sv/)
	+ [Pequeños agricultores](https://start.agritask.com/es/blog/connecting-smallholder-farmers-to-the-broader-agricultural-ecosystems/)
	+ [Productos orgánicos](https://alimentos-organicos.com.ar/alimentos-organicos-ventajas-y-desventajas)

**Instrucciones para las tareas interpersonales:**

* Comidas orgánicas
	+ Haz el papel A/B para convencer a tu compañero de tu opinión cerca de la comida orgánica.
		- A favor de las comidas orgánicas
		- En contra de las comidas orgánicas
* Comercio justo y directo
	+ Haz el papel A/B para convencer a tu compañero de tu opinión cerca del comercio justo/directo.
		- a favor del comercio justo
		- a favor del comercio directo
* Agricultores pequeños
	+ Habla de las diferencias entre los agricultores pequeños y grandes.
	+ Escoge el método más apropiado para un país asignado y explica por qué.
		- Nicaragua
		- La República Dominicana
		- El Salvador

**Instrucciones para las tareas de presentación:**

Escoge una de las siguientes opciones:

* Artículo en la revista Cocina
	+ Escribe un artículo bien escrito para convencer a la gente hispana sobre las ventajas/desventajas de la comida orgánica.
		- Investiga la comida orgánica y las razones beneficiosas/no beneficiosas de ella.
		- Apunta información que puedes usar para apoyar tu argumento.
		- Escribe el artículo, incluyendo por lo menos 3 razones para apoyar tu argumento.
		- Debes practicar la gramática buena y usar palabras apropiadas.
		- Manda el artículo a la revista Cocina.
		- Haz un resumen del artículo a tu compañero/a.
		- Toma apuntes sobre el resumen de tu compañero/a.
* Carta a una empresa
	+ Escribe una carta para convencer a la empresa a usar el comercio justo para comprar sus productos
		- Investiga el comercio justo y las razones beneficiosas de él.
		- Apunta información que puedes usar para apoyar tu argumento.
		- Escribe la carta, incluyendo por lo menos 3 razones para apoyar tu argumento.
		- Debes practicar la gramática buena y usar palabras apropiadas.
		- Manda la carta a la empresa “Stuff Mart”.
		- Haz un resumen de la carta a tu compañero/a.
		- Toma apuntes sobre el resumen de tu compañero/a.
* Póster para poner fuera de la sala
	+ Haz un póster para enseñar a otros sobre los agricultores pequeños y grandes.
		- Investiga los agricultores pequeños y las diferencias entre ellos y los agricultores grandes.
		- Escoge el método más apropiado para un país e investiga por qué.
			* Nicaragua
			* La República Dominicana
			* El Salvador
		- Apunta información que puedes usar para apoyar tu argumento.
		- Crea el póster, incluyendo por lo menos 3 razones para apoyar tu argumento.
		- Debes practicar la gramática buena y usar palabras apropiadas.
		- Haz un resumen del póster a tu compañero/a.
		- Toma apuntes sobre el resumen de tu compañero/a.

**Reflection Question:** ¿Qué aprendiste sobre la justicia e igualdad por completar esas tareas de evaluación?

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All rubrics taken from The Keys to Assessing Language Performance: A teacher’s manual for measuring student progress by Paul Sandrock

Interpretive Mode Rubric:

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| --- | --- | --- | --- |
| CRITERIA | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
|  | Accomplished Comprehension | Strong Comprehension | Minimal Comprehension | Limited Comprehension |
| LITERAL COMPREHENSION |
| Word Recognition | Identifies all key words appropriately within context of the text.  | Identifies majority of key words appropriately within context of the text. | Identifies half of key words appropriately within the context of the text. | Identifies a few key words appropriately within the context of the text. |
| Main idea detection | Identifies the complete main idea(s) of the text. | Identifies the key parts of the main idea(s) of the text but misses some elements. | Identifies some part of the main idea(s) of the text. | May identify some ideas from the text but they do not represent the main idea(s). |
| Supporting detail detection | Identifies all supporting details in the text and accurately provides information from the text to explain these details. | Identifies the majority of supporting details in the text and provides information from the text to explain some of these details. | Identifies some supporting details in the text and may provide limited information form the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details. | Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details. |
| INTERPRETIVE COMPREHENSION |
| Organizational features | Identifies the organizational feature(s) of the text and provides an appropriate rationale. | Identifies the organizational feature(s) of the text; rationale misses some key points. | Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or identifies the organizational feature(s) but rationale is not provided. | Attempts to identify the organizational feature(s) of the text but is not successful. |
| Guessing meaning from context | Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate. | Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate. | Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate. | Inferences of meaning of unfamiliar words and phrases are largely inaccurate for lacking. |
| Inferences (Reading/listening/viewing between the lines) | Infers and interprets the text’s meaning in a highly plausible manner. | Infers and interprets the text’s meaning in a partially complete and/or partially plausible manner. | Makes a few plausible inferences regarding the text’s meaning. | Inferences and interpretations of the text; s meaning are largely incomplete and/or not plausible. |
| Author’s perspective | Identifies the author’s perspective and provides a detailed justification. | Identifies the author’s perspective and provides a justification. | Identifies the author’s perspective but justification is either inappropriate or incomplete. | Unable to identify the author’s perspective. |
| Cultural perspectives | Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives. | Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives. | Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives. | Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural practices/product to perspectives is superficial or lacking. |

 Evidence of Strengths:

 Examples of Where You Could Improve:

 Interpersonal Mode Rubric:

|  |  |  |  |
| --- | --- | --- | --- |
| CRITERIA | EXCEEDS EXPECTATIONS | MEETS EXPECTATIONS | DOES NOT MEET EXPECTATIONS |
|  |  | Strong | Minimal |  |
| **Language Function**Language tasks the speaker/writer is able to handle in a consistent, comfortable, sustains, and spontaneous manner | Handles successfully uncomplicated tasks and social situations requiring exchange of basic information related to work, school, recreation, particular interests, and areas of competence. Narrates and describes in all major time frames, although not consistently. | Creates with language by combining and recombining known elements; ability to express own meaning expands in quantity and quality. Handles successfully a variety of uncomplicated communicative tasks and topics necessary for survival in target-language cultures. These exchanges include personal information related to self, interests, and personal preferences, as well as physical and social needs such as food, shopping, and travel. | Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks and topics necessary for survival in target-languages cultures. | Has no real functional ability. |
| **Text Type**Quantity and organization of language discourse continuum: word – phrase – sentence – connected sentences – paragraph – extended discourse) | Uses mostly connected sentences and some paragraph-like discourse. | Uses strings of sentences, with some complex sentences (dependent clauses). | Uses simple sentences and some strings of sentences. | Uses some simple sentences and memorized phrases. |
| **Communication Strategies**Quality of engagement and interactivity; how one participates in the conversation and advances it; strategies for negotiating meaning in the face of breakdown of communication | Converses with ease and confidence when dealing with routine tasks and social situations. May clarify by paraphrasing. | Responds to direct questions and requests for information. Asks a variety of questions to obtain simple information but tends to function reactively. May clarify by restating. | Responds to direct questions and requests for information. Asks a few appropriate questions, but is primarily reactive. May try to restate in the face of miscommunication. | Responds to basic direct questions and requests for information. Asks a few formulaic questions but is primarily reactive. May clarify by repeating and/or substituting different words. |
| **Comprehensibility**Who can understand this person’s language? Can this person be understood only by sympathetic interlocutors used to the language of non-natives? Can a native speaker unaccustomed to the speaking/writing of non-natives understand this speaker/writer? | Is generally understood by those unaccustomed to the speaking/writing of non-natives, although interference from another language may be evident and gaps in comprehension may occur. | Is generally understood by those accustomed to the speaking/writing of non-natives. | Is generally understood by those accustomed to interacting with non-natives, although additional effort may be required. | Is understood with occasional difficulty by those accustomed to the speaking/writing of non-natives, although additional effort may be required. |
| **Language Control**Grammatical accuracy, appropriate vocabulary, degree of fluency | Demonstrates significant quantity and quality of Intermediate-level language. When attempting to perform Advanced-level tasks, there is a breakdown in one or more od the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary. | Demonstrates significant quantity and quality of Intermediate-level language. Accuracy and/or fluency decreases when attempting to handle topics at the Advanced level or as language becomes more complex. | Is most accuracy when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex. | Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning. |

 Evidence of Strengths:

 Examples of Where You Could Improve:

 Presentational Mode Rubric:

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| --- | --- | --- | --- |
| CRITERIA | EXCEEDS EXPECTATIONS | MEETS EXPECTATIONS | DOES NOT MEET EXPECTATIONS |
|  |  | Strong | Minimal |  |
| **Language Function**Language tasks the speaker/writer is able to handle in a consistent, comfortable, sustains, and spontaneous manner | Handles successfully uncomplicated tasks and social situations requiring exchange of basic information related to work, school, recreation, particular interests, and areas of competence. Narrates and describes in all major time frames, although not consistently. | Creates with language by combining and recombining known elements; ability to express own meaning expands in quantity and quality. Handles successfully a variety of uncomplicated communicative tasks and topics necessary for survival in target-language cultures. These exchanges include personal information related to self, interests, and personal preferences, as well as physical and social needs such as food, shopping, and travel. | Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks and topics necessary for survival in target-languages cultures. | Has no real functional ability. |
| **Text Type**Quantity and organization of language discourse continuum: word – phrase – sentence – connected sentences – paragraph – extended discourse) | Uses mostly connected sentences and some paragraph-like discourse. | Uses strings of sentences, with some complex sentences (dependent clauses). | Uses simple sentences and some strings of sentences. | Uses some simple sentences and memorized phrases. |
| **Impact**Clarity, organization, and depth of presentation; degree to which presentation maintains attention and interest of audience. | Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience. | Presented in a clear and organized manner. Presentation illustrates originality and features rich details, visuals, and/or organization of the text to maintain audience’s attention and/or interest. | Presented in a clear and organized manner. Some effort to maintain audience’s attention through visuals, organization of the text, and/or details. | Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience’s attention. |
| **Comprehensibility**Who can understand this person’s language? Can this person be understood only by sympathetic interlocutors used to the language of non-natives? Can a native speaker unaccustomed to the speaking/writing of non-natives understand this speaker/writer? | Is generally understood by those unaccustomed to the speaking/writing of non-natives, although interference from another language may be evident and gaps in comprehension may occur. | Is generally understood by those accustomed to the speaking/writing of non-natives. | Is generally understood by those accustomed to interacting with non-natives, although additional effort may be required. | Is understood with occasional difficulty by those accustomed to the speaking/writing of non-natives, although additional effort may be required. |
| **Language Control**Grammatical accuracy, appropriate vocabulary, degree of fluency | Demonstrates significant quantity and quality of Intermediate-level language. When attempting to perform Advanced-level tasks, there is a breakdown in one or more od the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary. | Demonstrates significant quantity and quality of Intermediate-level language. Accuracy and/or fluency decreases when attempting to handle topics at the Advanced level or as language becomes more complex. | Is most accuracy when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex. | Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning. |

 Evidence of Strengths:

 Examples of Where You Could Improve:

Lesson links:

3 de enero - [¡Bienvenidos a SPAN 106!](https://www.canva.com/design/DAEz9Im-Nis/p67M1UssjQkeFJ82fabflw/view?utm_content=DAEz9Im-Nis&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

4 de enero - [El comercio justo](https://www.canva.com/design/DAE0PbQSJc4/7lv8RHLFGEzhSJE3caCjyw/view?utm_content=DAE0PbQSJc4&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

5 de enero - [El comercio justo cont.](https://www.canva.com/design/DAE0ml8Z0mc/olgKmwln5aT2R0nEbEemUg/view?utm_content=DAE0ml8Z0mc&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

6 de enero - [La comida orgánica](https://www.canva.com/design/DAE0sqXpK68/161b7yvcQnAoB2JoKv4v-w/view?utm_content=DAE0sqXpK68&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu)

7 de enero - [El comercio y el consumidor](https://www.canva.com/design/DAE0yXtfXmo/ft8xMr39qczIIvgKcl7Kxg/view?utm_content=DAE0yXtfXmo&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu)

10 de enero - [Present perfect and past participle](https://www.canva.com/design/DAE1D1dyo4A/rBxMIsTnPx1KyX1-Lqy-oQ/view?utm_content=DAE1D1dyo4A&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu)

11 de enero - [El blog sobre los pinos](https://www.canva.com/design/DAE1Koj-eaA/gj5sxSxJ_hVGcnDLgeT6Qw/view?utm_content=DAE1Koj-eaA&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

12 de enero - [Los beneficios de la comida orgánica](https://www.canva.com/design/DAE1RJXJrio/CIwd3dx9QUkW8om1CZOSYw/view?utm_content=DAE1RJXJrio&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

13 de enero - [Las supercomidas](https://www.canva.com/design/DAE1WZsVWt8/Q5RXDc86RU8VtZJtTE0-dQ/view?utm_content=DAE1WZsVWt8&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu)

14 de enero - [Repaso del capítulo 7](https://docs.google.com/presentation/d/1LkVebH262SOTFhobtBQ7i53ImUzEU7KILMgu9yyEujg/edit?usp=sharing)

18 de enero - Presentaciones de los productos finales