

World Languages Curriculum

Spanish II Curriculum



Grades 9-12

Unit 7: Vacaciones

Course Description

Philosophy

Paterson Public Schools is committed to seeing that all students progress and develop the required skills to support second language acquisition. At the completion of a strong series of course studies, students will be able to:

- Demonstrate knowledge of vocabulary pertaining to thematic unit contexts
- Express thoughts and ideas on a variety of topics
- Move progressively from simple sentence structures to a more complex use of verbs, adjectives, adverbs, richer expressions, etc...
- Rely on background knowledge to develop fluency in the second language related to their daily lives, families, and communities
- Compose short dialogues, stories and narratives, on a variety of topics
- Describe the products, practices and perspectives of the target culture
- Read, listen, and understand age-appropriate authentic materials presented by natives for natives, as well as familiar materials translated from English into the target language
- Become global citizens, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures

Overview

The Spanish program in Paterson Public Schools is guided by the NJ DOE Model Curriculum for World Languages. Students will focus on acquiring communication skills and cultural exposure through 7 units of study. This course encompasses the N.J.C.C.C. Standards for World Languages, which address the need to prepare all students for an interdependent world.

The World Language units of study for Spanish II are as follows:

Unit 1: ¡Hola Madrid!

Unit 2: El Mundo Hispano

Unit 3: Ir de compras

Unit 4: ¡Viva el fin de semana!

Unit 5: El mundo del trabajo

Unit 6: La cultura pop

Unit 7: Las vacaciones

Pacing Chart – Unit 7

| # | Student Learning Objective | CCSS | 4 Weeks |
|---|---|--|---------|
| 1 | Identify vacation time in Spain and Spanish-speaking countries including locations, types of trips, and needed items and documentation. | 7.1.NH.A.4 7.1.NH.B.5 7.1.NH.C.2 | |
| 2 | Describe past travel experiences and future plans. | 7.1.NH.C.5 | |
| 3 | Identify and explain the various sporting activities in Spain and Spanish-speaking countries and their importance. | 7.1.NH.A.3 7.1.NH.B.3 | |
| 4 | Analyze and demonstrate the impact of physical activity on health. | 7.1.NH.A.2 7.1.NH.B.4 7.1.NH.C.2 7.1.NH.C.5 | |

Educational Technology Standards

8.1.12.A.1, 8.1.12.A.2, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.3, 8.1.12.E.1, 8.1.12.F.1

➤ **Technology Operations and Concepts**

- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources
- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

➤ **Creativity and Innovation**

- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

➤ **Communication and Collaboration**

- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

➤ **Digital Citizenship**

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
- Compare and contrast policies on filtering and censorship both locally and globally.

➤ **Research and Information Literacy**

- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

➤ **Critical Thinking, Problem Solving, Decision Making**

- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Career Ready Practices

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

| <u>Time/General</u> | <u>Processing</u> | <u>Comprehension</u> | <u>Recall</u> |
|---|--|---|---|
| <ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline | <ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners | <ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning | <ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers |
| <u>Assistive Technology</u> | <u>Tests/Quizzes/Grading</u> | <u>Behavior/Attention</u> | <u>Organization</u> |
| <ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books | <ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud | <ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback | <ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials |

Enrichment

Accommodate Based on Students' Individual Needs: Strategies

- Adaption of Material and Requirements
- Open-ended Activities
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects Completed Individually or with Partners
- Individual Response Boards
- Tiered/Multilevel Activities
- Learning Centers
- Opportunities to Sustain Discourse
- Circumlocution Strategies
- Picture Similarity Description
- R.A.F.T.

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- **Integrated Performance Assessments**
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog; Makebeliefscomix to Create a Comic Strip

Enduring Understandings:

- Culture influences the way that we look at health and well-being.
- Travel documentation is needed for identification purposes and entry into a foreign country
- The concept of vacation is manifest in different ways across cultures.
- Sports and exercise play a substantial role in the development of healthy bodies.

| | | |
|---|--------------------|--------------------------|
| Grade: 9-12 | Unit: Seven | Topic: Vacaciones |
| NJCCCS : 7.1.NH.A.2, 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.5 | | |
| ACTFL Modes of Communication: <ul style="list-style-type: none"> ➤ Interpersonal ➤ Interpretive ➤ Presentational | | |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Products, Practices, and Perspectives |
|---|---|--|--|---|
| SLO # 1 Identify vacation time in Spain and Spanish-speaking countries including locations, types of trips, and | <ul style="list-style-type: none"> • How is leisure time defined in the target culture? How do family and friends influence the choice of leisure time activities? | <u>¡A Responder!</u> Watch DVD 1 and then listen to the sentences. After each sentence, point to the image being described on pages 36-37 in the textbook. | ¡Avancemos! 2 ¡Vamos de viaje! Textbook: pp. 34-55 DVD 1 CD 2: Tracks 1, 2, 3, 4, 5, 6, 7, 8, 9 | Regional terms are very evident in the Spanish-speaking world. Bathing suits in Costa Rica are called <i>trajes de baño</i> , while in Argentina and Uruguay are called <i>la malla</i> , in Cuba |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Products, Practices, and Perspectives |
|--|---|---|--|--|
| <p>needed items and documentation.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> | <ul style="list-style-type: none"> • How does one’s culture or personality shape one’s leisure time? • What do leisure activities indicate about a person and his/her values? | <p><u>Answer in Writing</u> Answer in writing the questions on page 38, # 3 in the textbook. Ask/Respond with a partner.</p> <p><u>Passport</u> Students create their own Spanish Passport from Spain or a Spanish-speaking country.</p> <p><u>Postcard</u> You are visiting your family in one of the regions in Spain or a Spanish-speaking country. Create, design and write a card to your friend.</p> <p><u>Digital Voice Recorders</u> In groups of two, students respond to a vacation scenario that they teacher projects onto the board. They are given two minutes to prepare and two minutes to speak into a digital voice recorder. Speech samples are collected into a teacher folder for grading with a rubric.</p> | <p>Cuaderno: pp. 1-3, 4-6, 7-9, 10-11</p> <p>¡Avancemos! 2 Textbook: p. 38 # 3</p> <p>Passport template Glue stick Pictures of celebrities</p> | <p>it is called <i>la trusa</i> and in Spain it is called <i>el bañador</i>.</p> |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Products, Practices, and Perspectives |
|--|---|--|--|--|
| <p>SLO # 2 Describe past travel experiences and future plans.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p> | <ul style="list-style-type: none"> What constitutes an ideal vacation? | <p><u>Landmark Narration</u> Select a landmark from Spain or the Spanish-speaking world, from a given list. Using electronic devices, research its location, importance, and historical background. Pretending to be a travel guide, present your landmark to the class orally.</p> <p><u>Cyber Trip</u> Plan a trip to a Spanish-speaking country. Include in your plans needed documentation (passport, visa, etc...), means of travel (plane, car, etc...), clothes needed according to season and temperature, and three major places/landmarks to visit, and activities to conduct. Share your trip details with a partner.</p> <p><u>Jigsaw:</u> Students count off by 4's. They leave their group to meet with students of the same number, forming an expert group. Each expert group reads and discusses</p> | <p><u>Top 9 Spanish-speaking Travel Destinations:</u> https://www.google.com/?gws_rd=ssl#q=popular+vacation+spots+in+spanish+speaking+countries</p> <p><u>Latin American destinations</u> http://www.mostinterestingdestinations.com/blog/top-10-spanish-speaking-travel-destinations-in-latin-america/</p> <p><u>Tourist sites</u> https://prezi.com/trv3b0vg402z/top-10-tourist-sites-in-spanish-speaking-countries/</p> | <p><i>Costa Rica</i>, often called “Joya de Centroamérica” (Jewel of Central America) has a rich ecosystem, sheltering 4% of the world’s biological diversity and environmentally protecting 25% of the territory as National Parks or reserves.</p> |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Products, Practices, and Perspectives |
|---|---|---|---|--|
| | | <p>a section of The Top 9 Spanish-speaking Travel Destinations. They return to their regular group and teach their peers about the physical characteristics, survival needs, geographical location, weather patterns and compass points of the animal assigned. Whole class discussion follows identifying commonalities.</p> <p><u>Travel itinerary:</u> Come to an agreement with your friends about how to balance “must sees” (museums, monuments) with “must dos” (music, events, adventures) on your visit to_____.</p> | | |
| <p>SLO # 3 Identify and explain the various sporting activities in Spain and Spanish-speaking countries and their importance.</p> | <ul style="list-style-type: none"> • How does the Spanish obsession with sports compare with that of the United States? • How do popular Spanish sports reflect national preferences? | <p><u>Identification</u> Watch DVD 1 and then listen to the CD track. If the sentence if about soccer, point your hand up. If the sentence is about something else, point your hand down.</p> <p><u>¿Cuál es?</u> Match the expressions with its</p> | <p>¡Avancemos! 2 La Copa Mundial Textbook: pp. 88-109 DVD 1 CD 3: Tracks 1, 2, 3, 4, 5, 6, 7, 8, 9 Cuaderno: pp. 50-52, 53-55, 56-58, 59-60</p> | <p>Latin American countries and teams have always played a very important role in the international soccer scene. Every year the best soccer club of Latin America plays the best European club.</p> |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Products, Practices, and Perspectives |
|---|--|--|---|--|
| <p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s) /language during daily interactions.</p> | <ul style="list-style-type: none"> • What are the leading sports in Spain and the Spanish-speaking world? In the United States? • What sports does Spain participate in and/or watch during various seasons? | <p>images on page 92 # 1 in the <i>Avancemos!</i> textbook.</p> <p><u>Distance Activity</u> Given a map of Spain and a breakdown of distances from departure to arrival points, ask students to measure the distances and convert them from kilometers to miles.</p> <p><u>Chart/Graph</u> Create a chart/graph of sporting activities based on each season.</p> <p><u>Survey</u> Students conduct a survey of various sporting activities their peers participate in and graph class participation.</p> <p><u>Journal Entry</u> Choose a sport that you actively participate in or a sport that fascinates you. Write a journal entry explaining in details reasons you enjoy the activity. Read aloud your entry to a partner.</p> | <p>Metric Conversions http://www.metric-conversions.org/length/kilometers-to-miles.htm</p> <p>Student/Peer interviews</p> <p>Data Collection</p> <p>Journals</p> | |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Products, Practices, and Perspectives |
|--|---|--|--|---|
| | | <p><u>Venn Diagram</u></p> <p>Compare and contrast the most popular sports in Spain or a Spanish-speaking country and the US.</p> | | |
| <p>SLO # 4 Analyze and demonstrate the impact of physical activity on health.</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various</p> | <ul style="list-style-type: none"> • What happens to bodies that are immobile? • What are the benefits of physical education? | <p><u>Simon Dice</u></p> <p>Play a game of Simon Says in Spanish. Have students follow teacher’s directions to do physical activities using body parts. Teacher may also assign a student leader to give commands.</p> <p><u>Dialogues</u></p> <p>In pairs, students conduct guided dialogues asking/answering questions related to sports, health and staying in shape.</p> <p><u>Healthy Diet</u></p> <p>Students create a healthy diet plan for a week. Students will include healthy foods, exercise and activities. Share your plan with a partner.</p> <p><u>Journal Entry</u></p> | <p>Biography.com – Hispanic Athletes http://www.biography.com/people/groups/hispanic-athletes</p> <p>¡Avancemos! 2 Textbook: p. 94 # 4</p> <p>ProProfs Flashcards-Vocabulary http://www.proprofs.com/flashcards/story.php?title=spanish-vocab-staying-fit</p> | <p>Eating right, staying physically active, and not smoking are a few examples of good habits that can help you stay healthy.</p> |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Products, Practices, and Perspectives |
|--|---------------------|---|---|--|
| <p>social situations.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p> | | <p>Write a journal entry of a typical day in your Physical Education class. Include the various activities that you are to complete before period's end.</p> <p><u>Magazine Cover</u> Students create an electronic Sports Magazine Cover in Spanish using Glogster.</p> <p><u>Jigsaw</u> Students count off by 4's. They leave their group to gather with students of the same number, forming an expert group. Each expert group reads and discusses a section of <i>The Best Hispanic Athletes in History</i>. They return to their regular group and teach their peers about the physical characteristics, survival needs, geographical location, weather patterns and compass points of the animal assigned. Whole class discussion follows identifying commonalities.</p> | <p>Journals Glogster</p> <p>The Best Hispanic Athletes in History http://edu.glogster.com/ http://www.complex.com/sports/2015/04/the-greatest-hispanic-team-leaders-in-sports-history/</p> | |

Unit 7 Vocabulary

Unidad 7: Vocabulario: Vacaciones

| | | | |
|--|--|---|--|
| <p><u>Vocabulario</u> Los grandes almacenes Los vacaciones de verano Una carta Una tarjeta postal La mar La costa La montaña La campaña Une isla Un hotel Un centro turístico Una estación balnearia Una estación de esquí Una turista Un guía turístico Un guía de turismo Una agencia de turismo Un pasaporte Un visa Un avión Un bus Un carro El metro Los monumentos Les lugares turísticos Un museo Un estancia</p> | <p>Un restaurante Una maleta Una mochila Una bolsa Un artículo de recuerdo Un regalo <u>Los verbos</u> Salir con amigos Hacer nuevos amigos Ir a... Visitar guías turísticos Visitar guías históricas Visitar monumentos Ir en vacaciones con la familia Cenar Viajar Participar Pasar Medurar Mirar Hablar Comprar Preguntar Montar Acampar Alquilar Nadar</p> | <p>Ir de compras Hacer deportes Practicar la equitación Practicar deportes acuáticos Comer Ir Ser estar <u>Los adjetivos</u> Hermoso/hermosa Lindo/linda Agradable Divertido/divertida Famoso/famosa Elegante Ligero/ligera Pesado/pesada Rápido/rápida Lento/lenta Útil Inútil Caro/cara Barato/barata Deportivo/deportiva Súper Genial Fácil</p> | <p>Original Viejo/vieja Nuevo/nueva Pequeño/pequeña Grande <u>Expresiones útiles</u> Junto al mar Borde del camino Hay tormentas al norte/ al sur al este/ al oeste vamos cada año ¡vamos! ¡venga! <u>Revisión</u> La ropa Los alimentos El tempo Las direcciones Los colores Los números Las estaciones Los adjetivos</p> |
|--|--|---|--|

| | | | |
|-----------------------------------|-----------|---------|--|
| Unit 7 Vocabulary | | | |
| Unidad 7: Vocabulario: Vacaciones | | | |
| Un café | Acompañar | Difícil | |

| |
|---|
| Unit 7 Grammar |
| <p>This Unit will focus on the following grammatical concepts:</p> <ul style="list-style-type: none"> • Irregular Preterit Tense • Imperfect Tense • Distinction between the two past tenses |

| | |
|---|--|
| Unit Project (Choose 1) | |
| <p>1. Create a documentary tracking one week of your physical activities. Narrate, describe the type(s) and extent of the activities you do, calories burned, distance, number of hours per day, etc.... Documentary can be in the form of iMovie, PPT, or Photostory.</p> | <p>2. Plan a detailed trip to a destination of your choice. Include images, landmarks to be visited, means of transportation to and from, transportation within the country, days to be spent, restaurants, currency, cost, the amount of money needed while there, etc...Provide with your plan an itinerary with days, dates and time.</p> |
| Rubric Required | Rubric Required |