Code #517
(for office use only)

NEW JERSEY

1999-2000 Guidelines and Application

BEST PRACTICES

Deadline for Application to County Office: NOVEMBER 22,1999

Category World Languages (Application is limited to one category. See page 3 for details.)
Practice Name Calabaza, Calabaza
Number of Schools with Practice 1 (If more than one school or district, read and complete information on page 2.)

County	Somerset
District (Proper Name)	Watchung Borough Public Schools — School District: Watchung
District Address	street/p. o. box: 50 Valley View Road city: Watchung — 07060 zip code
District Telephone	(908)755-8121 Fax (908)755-6946 Email crock@wbpsk8.org
Chief School Administrator	Dr. Catherine F. Rock
Nominated School #1 (Proper Name)	Bayberry School
School Address	street/p. o. box: 113 Bayberry Lane city: Watchung — zip code: 07060
School Telephone	(908)755-8184 Fax (908)755-0366 Email mnunn@wbpsk8.org
School Principal	Mary T. Nunn
Program Developer(s)	Simone Pacilio
Chief School Administrator's or Charter School Lead Person's Signature	Catherine F Rock

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Approved: ✓ Yes ___ No **County Superintendent's Signature** [signature]

NEW JERSEY STATE DEPARTMENT OF EDUCATION

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NEW JERSEY
BEST PRACTICES
1999-2000 APPLICATION

Application Requirements:

- **RESPONSES to the information and the statements below must be ANONYMOUS.** No reference should be made to the names of the district or the school(s). Use the words "the school" or "the schools" in referring to the applicant in responding to the statements.
- **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable) and 4 and THE NUMBER OF LINES SPECIFIED FOR RESPONSES to the statements.** Do not include any additional materials, as they will not be reviewed in the selection process.
- Application must be **keyboarded on 8 ½" x 11" white paper, portrait** format. **Ten-point or larger computer font** or **twelve-pitch or larger typewriter font** must be used. (This sentence is in ten-point.)
- **KEYBOARDED RESPONSES** to the statements below must be **no more than a total of three pages. Keyboard the statement followed by the response.** Format your response to the number of lines specified.
- **The information on page 4 and the keyboarded responses** to statements must be printed or copied **on one side of the page. The information on pages 1 and 2 (if applicable)** must be printed or copied **on one side of the page**. Staple pages 1 and 2 (if applicable) and 4 and the keyboarded responses together.
- **The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.**
- **The original and seven copies of the application** must be submitted to the county superintendent of schools by **November 22, 1999**, with the **Itemized List of District Applications** form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.
- **FAILURE TO COMPLY WITH THE PROCEDURES FOR SUBMISSION OF THE APPLICATION MAY RESULT IN THE ELIMINATION OF THE APPLICATION.**

The following data is required to assist the panelists in the evaluation of the application:

Type of School	Grade Levels
X Elementary School	K-4
___ Middle School	
___ Junior High School	
___ High School	
___ Other:	

Practice Name CALABAZA, CALABAZA WORLD LANGUAGE PROGRAM

Number of Schools with Practice 1

Number of Districts with Practice 1

Check the ONE CATEGORY into which the practice best fits.

___ Arts (Visual and Performing Arts)	___ Educational Technology	___ Safe Learning Environment
___ Assessment/Evaluation	___ Health and Physical Education	___ School-to-Careers/Workplace Readiness
___ Bilingual Education and Diversity	___ Language Arts Literacy	___ Science
___ Citizenship/Character Education	___ Mathematics	___ Social Studies
___ Early Childhood Education Programs	___ Professional Development	___ Special Education
___ Educational Support/Guidance and Counseling Programs (services contributing to high student achievement)	___ Public Engagement (family involvement and partnerships with business, community and/or higher education)	X World Languages

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. **(Maximum of 50 lines for response)**

2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum including the Cross-Content Workplace Readiness Standards** addressed by the practice and describe how the practice addresses the standard(s). **(Maximum of 50 lines for response)**

3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. **(Maximum of 60 lines for response)**

*The 1996 edition of the ***Core Curriculum Content Standards*** published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at http://www.state.nj.us/education.

CALABAZA, CALABAZA
WORLD LANGUAGE PROGRAM

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated.

This interdisciplinary practice, best started in the spring, encourages students to be actively involved in Spanish through various activities pertaining to the life cycle of a pumpkin. At the conclusion of the language arts part of the practice, students will be able to demonstrate the ability to recognize and understand the life cycle of a pumpkin, listen to and comprehend a story in the target language, and respond appropriately through follow up activities which require them to illustrate and label their own, *Calabaza, Calabaza* book as well as answer simple questions about the story in Spanish.

In the follow up science activity, students working in cooperative groups will be able to record in Spanish a growth journal about their pumpkin seeds including weather conditions and temperatures, watering schedules and growth logs. Beginning with the popular story, *Calabaza, Calabaza* by Jean Titherington which shows simply yet effectively the life cycle of a pumpkin, (*Pumpkin, Pumpkin* in English - also available in French under the title *Citrouille, ma citrouille*) students will first learn the key vocabulary needed for the story and review the cycle with flash cards, felt forms and finally drawing the cycle. This text is excellent because the vocabulary is recycled frequently and is not too dense for their limited Spanish, yet it allows them to stretch their language skills.

This practice now segues into the literacy part of the project where students receive the cut out keyboarded text from each page and have to put the text in order using the key life cycle words, cognates and previous vocabulary to aid them. The teacher reads the correct order of the text as a listening activity and students check their work. To assure that their text doesn't get scrambled, they number the pages on the back before pasting. They then create their own *Calabaza, Calabaza* books by pasting the text in a prefab book and create their own illustrations based on the text from that particular page. By the end of this literacy project, students will able to independently read, comprehend and answer simple questions referring to the text.

The follow up science activity has each student planting three pumpkin seeds in cups and recording in a separate growth journal the daily weather conditions and temperature in centigrade, watering schedule, and growth of their plants - all in Spanish. Information is shared in cooperative groups giving each child a chance to report the facts in Spanish. Growth journals are shared and compared with the rest of the class in group presentations. When the pumpkins have reached the plant stage, they are first displayed along with their growth logs in a plant friendly common area of the school (such as a library) for a short period of time. After which, they are brought home and planted, if possible, in their own gardens. When seasons are reviewed the following year, we discuss the success of their pumpkin gardens.

2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum including the Cross-Content Workplace Readiness Standards* addressed by the practice and describe how the practice addresses the standard(s).

The core curriculum content standards require students to "communicate at a basic literacy level" and to "demonstrate an understanding of the interrelationship between language and culture" in a language other than English. This practice addresses these requirements by using a variety of techniques and approaches in the classroom, such as the Natural Approach and Total Physical Response, allowing students to demonstrate and incorporate the necessary language and social skills to satisfy the content standards.

The life cycle of plants and temperature readings (in Fahrenheit) are all part the the second grade science curriculum which students need to master. These areas are reinforced when this practice is presented in Spanish. By caring for the plants and recording the plant's progress, they have a better understanding about how certain conditions affect the plant's growth. For example, plants being grown in the south side of the school fare much better than plants in the north side. Literacy practices take place in all disciplines, including World Languages.

A variety of content standards are satisfied by the practice in the following areas:

World Language Indicators

Practice: weather conditions and phrases, various stages of the life cycle of a plant, identify seasons and months satisfying content standard **7.1.4** **Practice:** information for their growth logs, target language for life cycle of pumpkin satisfying content standard **7.1.5** **Practice**: recognizing cognates (una planta) satisfying content standard **7.1.7** **Practice:** use of metric system in temperatures found around the world including cultures where target language is spoken and the difference in Spanish titles of books vs. English book titles satisfying content standard **7.2.1**

Interdisciplinary Connections:

Visual and Performing Arts

Practice: presentation of growth logs to class and school satisfying content standard **1.2.1** **Practice:** creation of original art work for their own Calabaza, Calabaza books satisfying content standard **1.3.1**

Language Arts

Practice: answering simple questions about the story *Calabaza, Calabaza* in target language; presentation of written growth logs satisfying content standard **3.1.1** **Practice:** presenting growth journal information to class satisfying content standard **3.1.8** **Practice:** putting a story *Calabaza, Calabaza* in order while listening to the text being read to them; recording oral information in growth journals based on classmates observations; reacting appropriately to TPR commands regarding story and life cycle of a pumpkin satisfying content standard **3.2.1** **Practice**: recording information in growth journals based on own and classmates' observations of pumpkin satisfying content standard **3.3.1** **Practice:** recording in a journal about the he growth of a pumpkin seed satisfying content standard **3.3.4** **Practice:** learning about the life cycle of a pumpkin from a written text satisfying content area **3.5.2**.

Science

Practice: being able to identify and place in order in Spanish the various stages of a pumpkin from seed to pumpkin satisfying content area **5.6.5** **Practice:** recording information gathered by students in cooperative groups about the growth and development of a pumpkin satisfying content standard **5.2.4** **Practice:** observing the need for soil, water and sunshine for healthy pumpkin plants satisfying content area **5.6.2**) **Practice:** recording weather conditions and temperatures in growth journals in Spanish and the relation they have for growing pumpkin plants satisfying content area **5.10.4** **Practice:** compare development of pumpkin plants from other classes noting the difference in plants grown in a southern exposure vs. those grown in a northern exposure, and coming to conclusions about the differences satisfying content standard **5.12.1**.

Cross-Content Workplace Readiness

Practice: using a thermometer correctly satisfying content standard **2.2** **Practice:** planting pumpkin seeds and recording development and environmental observations in growth journals satisfying content standard **3.6** **Practice:** observing and caring for plants every time class meets satisfying content area **3.7** **Practice:** processing information received from classmates to record in growth journals satisfying content standard **3.8** **Practice:** interpreting the information received for growth journals and how it affects the growth of the pumpkin plants satisfying content area **3.12** **Practice:** sharing information in order to successfully complete growth journal satisfying content standard **4.2** **Practice:** receiving and following time limits in most tasks satisfying content standard **4.9.**

3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met.

Separate rubrics are created to assess whether the objectives of the practice are met. Many of the rubrics used for assessment in this practice are based on examples from the *New Jersey World Languages Curriculum, Framework, Appendix B: Assessments* . For example, the rubric for collaborative work suggests assessing workload quality, on task focus and interaction among group members and rating their performance on a holistic scale. These rubrics were modified and personalized according to each segment of the practice. Within the collaborative work rubric, an additional rubric for oral presentation was added to assess that the actual language being used was clear and that it correctly conveyed the

information needed in order for the group to be successful and accurate in the journals.

Rubrics were also used when assessing the drawing of the life cycle of a plant, noting whether the correct order of the cycle and the proper labeling of each cycle (ex: *una semilla --> un brote --> una planta -> una flor --> una Calabaza* and then back to *una semilla.*) was demonstrated. Also being assessed was whether or not the students put the story in order based on their understanding of the target vocabulary in the Spanish as well as their reading and listening skills. Before pasting, the children number the pages of the story which the teacher evaluates and corrects, if necessary, by reviewing the life cycle and the Spanish text.

Quality and care of drawings, work habits for in class assignments for the practice and oral presentations of growth journals were all assessed once again by rubrics. At the end of each segment of the practice, students self-assess their work or participation (once again, using the *Framework* as a guide) employing a star rating (four stars for *fantastic* down to one star for *needs improvement*). Students conference with teacher about their self-assessments which are added to the students portfolio.