

Unidad 3 – Proyecto - Cuento familiar

Proyecto:

In groups of 2-4 or individually, students will create a storybook where they will need to make up a family and talk about them. The final product will include a well-written story covering the topics, vocabulary and grammatical structures from unit 3, along with pictures (hand drawn and/or found images). Students must also include a recording of themselves reading their story aloud (either an .mp3 file of the audio using a service like *vocaroo* or may video tape themselves reading the story and submit video file). If students are working in a group, each person must speak for the audio and they must split *all* the work up equally. Group members may receive a deduction if work is not equal.

Note: All work must be original. Any use of Google Translate or outside resources will result in a zero. Only use vocabulary and grammar from Unit 0 – Unit 3.

Options (Please choose one):

1. Physical Book with pictures: (like a children’s book) + audio/video recording
2. Poster Board of the story with pictures + audio/video recording
3. PowerPoint/Google Slideshow of a story book with pictures + audio/video recording

Content that must be included (but are not limited to):

- Introduction of the main character (yo) – give your name, age, birthday, and describe yourself
- Talk about your made-up family members. Must include a minimum of: yourself/main character, parents, grandparents, siblings and/or cousins, and pets.
- For each family member (in complete sentences):
 - Give name
 - Describe them
 - Give age
 - Say their likes and dislikes
 - Say what they eat and drink *and* what they don’t eat and drink

Grammar that must be included:

- A minimum of 20 different vocabulary words from Unit 3 vocabulary list.
- At least 3 different – ER verbs conjugated (at least 1 yo, 1 nosotros, & 1 él/ella or ellos/ellas form)
- At least 2 different – IR verbs conjugated (at least 1 yo form & 1 él/ella or ellos/ellas form)
- At least 2 comparisons of family members, using: más...que, menos... que or tan...como.

Criteria: (Remember, this is worth a project/test grade!)

Categoría	Puntos	De	School Rubric: Exemplary Score	Requisitos
Organización (<i>Organization</i>)		10	♦ effectively use organization and address the prompt to include examples and support.	♦ Must be one of the options: physical storybook, poster board, or PowerPoint/Google Slideshow. ♦ Should be organized into a comprehensible story with introduction and conclusion.
Contenido y vocabulario (<i>Content</i>)		40	♦ demonstrate exceptional understanding of the topic. ♦ use insightful examples to support answer.	♦ Must include 20 words/phrases from the vocabulary. Vocabulary must be used correctly and spelled correctly. <u>Highlight all vocabulary words.</u> ♦ Includes all content listed above.
Gramática y verbos (<i>Conventions of language</i>)		35	♦ display mastery of language and vocabulary.	♦ Spelling, correct use of words and phrases. Correct word order. Agreement. No use of English. ♦ Includes grammar listed above.
Producto final, esfuerzo, trabajo en clase (<i>Collaboration & classwork</i>)		15	♦ consistently stay on task. ♦ always meet deadlines. ♦ extensively contribute knowledge, opinions, and skills to group work.	♦ Final product must be neat, colorful , and clearly show effort. Be creative! You will also be graded on class work and collaborations – <u>use class time wisely.</u>

Self Evaluation & Teacher Evaluation

If you worked in a group, complete the following: Use the School-Wide rubric below to rate *yourself* on your group collaboration efforts and then on your group's written content. Circle a score for each category. Then, explain who did what.

WRHS Collaboration Rubric A WRHS student will...

Category	Exemplary 100% = 20/20	Proficient 85% = 17/20	Developing 70% = 14/20	Beginning 55% = 11/20
Group Goals	♦ consistently work toward group goals. <u>20pts</u>	♦ frequently work toward group goals. <u>17pts</u>	♦ occasionally work toward group goals. <u>14pts</u>	♦ rarely work toward group goals. <u>11pts</u>
Contributions to the Group	♦ extensively contribute knowledge, opinions, and skills. ♦ consistently accept and fulfill individual and/or leadership role within group. <u>20pts</u>	♦ substantially contribute knowledge, opinions, and skills. ♦ frequently accept and fulfill individual role within group. <u>17pts</u>	♦ occasionally contribute knowledge, opinions, and skills. ♦ sometimes accept and fulfill individual role within group. <u>14pts</u>	♦ minimally contribute knowledge, opinions, and skills. ♦ rarely accept individual role within group. <u>11pts</u>
Consensus Building Skills	♦ consistently value the knowledge, opinions, and skills of all group members and encourage their contributions. <u>20pts</u>	♦ frequently value the knowledge, opinion, and skills of all group members and encourage their contributions. <u>17pts</u>	♦ occasionally value the knowledge, opinions, and skills of all group members and encourages their contributions. <u>14pts</u>	♦ rarely value the knowledge, opinions, and skills of all group members and encourages their contributions <u>11pts</u>
Time Management	♦ consistently stay on task. ♦ always meet deadlines. <u>20pts</u>	♦ frequently stay on task. ♦ almost always meets deadlines. <u>17pts</u>	♦ occasionally stay on task. ♦ occasionally meet deadlines. <u>14pts</u>	♦ rarely stay on task. ♦ rarely meet deadlines. <u>11pts</u>
Reflection	♦ help group identify necessary changes and encourage group action for change. <u>20pts</u>	♦ willingly participate in needed changes. <u>17pts</u>	♦ participate in needed changes with occasionally prompting. <u>14pts</u>	♦ participate in needed changes when prompted and encouraged. <u>11pts</u>

Collaboration: Student Score Total: _____ /100 Teacher Score Total: _____ /100

Group members:

Explanation of who did what:

Did all group members equally do the work?: