

Español 2 – Unidad 3 – Proyecto

Actividad:

Create a project that illustrates what we have learned in Unit 3. You may work by yourself or in groups of 2-4. You may have to do some of the project outside of school, depending on what form you choose. You should include the vocabulary and culture from Unit 3 with the grammar listed below. It is your choice how you present the vocabulary themes, culture, and grammar, but they must be included as part of your project.

You can make: a board game or a magazine.

Your project must include a written component (in Spanish!), a visual component and the topics below. Remember, you need to be creative and show effort! If you choose to work with a group, you must split the work evenly and are responsible as a group for the final product. Uneven work will be a deduction in points.

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 or Spanish 1.

Contenido: *Hay que Incluir*

1. You must use a minimum of 15 words from the Unit 3 Vocabulary.
2. You must illustrate the following cultural topics and related information from Unit 3 cultural notes:
 - La capital de Puerto Rico
 - El Castillo de San Felipe del Morro (“El Morro”)
 - Los Taínos
 - Las máscaras de vejigante
3. You must show the following grammar (verbs must be conjugated to count):
 - 5 Examples of present tense, irregular yo verbs in yo form (*hacer, poner, salir, traer, decir, venir, tener, conocer, dar, saber, ver*)
 - 4 Examples of Gustar type verbs conjugated correctly (*gustar, encantar, interesar, importar, quedar*)
 - 6 Examples of irregular preterite verbs (*estar, poder, poner, saber, tener, andar, querer, venir, hacer*)
 - 5 examples of stem-changing preterite verbs (*pedir, dormir, preferir, servir, vestirse, competir, seguir*)
4. You must include the visual component from one of the options listed above and follow all option specific instructions. You must submit all required documents with this rubric in person or via Google Classroom..

Criteria: (You must turn this rubric in with your project)

Categoría	Puntos	De	School Rubric: Exemplary Score	Requisitos
Organización <i>(Organization)</i>		10	<ul style="list-style-type: none"> ♦ effectively use organization and address the prompt to include examples and support. <p>✂ <i>School Rubric Score:</i></p>	<ul style="list-style-type: none"> ♦ Your content should be organized and presented in a logical manner.
Contenido y vocabulario <i>(Content)</i>		35	<ul style="list-style-type: none"> ♦ demonstrate exceptional understanding of the topic. ♦ use insightful examples to support answer. <p>✂ <i>School Rubric Score:</i></p>	<ul style="list-style-type: none"> ♦ Must include the vocabulary themes listed above. ♦ Must include cultural topics listed above. ♦ Your final project must be in one of the forms listed above.
Gramática y verbos <i>(Conventions of language)</i>		35	<ul style="list-style-type: none"> ♦ display mastery of language and vocabulary. <p>✂ <i>School Rubric Score:</i></p>	<ul style="list-style-type: none"> ♦ Spelling, correct use of words and phrases, correct conjugations and tense of verbs. Correct word order. ♦ You must include the grammatical themes listed above.
Producto final, esfuerzo, trabajo en clase <i>(Collaboration & classwork)</i>		20	<ul style="list-style-type: none"> ♦ consistently stay on task. ♦ always meet deadlines. ♦ extensively contribute knowledge, opinions, and skills to group work. <p>✂ <i>School Rubric Score:</i></p>	<ul style="list-style-type: none"> ♦ Final product must be neat, colorful, and clearly show effort. Be creative! You will also be graded on class work – <u>use class time wisely.</u>

Español 2 – Unidad 3 – Proyecto – Gameboard

Game-board Specific Requirements:

- Make a name for your game in Spanish (school appropriate).
- Include all the specific grammar, culture, and vocabulary requirements from the previous page.
- Make up questions that relate to any vocabulary, culture or grammar you have learned in this unit (see requirements). Questions and answers must be in full sentences. You need a variety of question types. See the Question Types suggestions below.
- Culture questions may be in English. All other questions must be in Spanish.
- Create the **question cards** for your game. Make sure they are easy to read and provide a way for other players to check the answers.
- Make a separate **answer key** (this will be used for grading, so not just your cards!). Write out all your questions along with the answers (or possible answers) for each question and write ANSWER KEY at the top. This should be turned in with your game-board.
- Make up and write the **rules** for the game (English is fine for rules). Be clear!
- Create the **game board** using poster paper, cardboard, or utilize an existing game-board. Figure out what (if any) **pieces** are needed to play your game.
- Play your game through to ensure it works. Adjust as needed.
- Decorate** the board with art/pictures that relates to the vocabulary, culture or grammar from this unit.

Question Types

- Open-ended Spanish questions (like questions of the day!):
 - ¿Qué te pusiste ayer?
- Fill in the blank grammar, vocabulary, or culture questions:
 - A mí _____ (gustar) los abrigos.
- Select a Response/Multiple-choice/True, False:
 - Me gusta _____ en bicicleta
 - A. montar
 - B. monto
 - C. montas
 - D. monta
- Translation:
 - ¿Cómo se dice “I put on my coat 3 hours ago.” en español?
- Situation / open-ended:
 - Estás en una tienda de ropa. ¿Cuáles son tres cosas que puedes comprar?
- Fact / Culture Questions:
 - What is the capital of Puerto Rico?

Español 2 – Unidad 3 – Proyecto – Magazine

Magazine Specific Requirements:

- Make a name for your magazine in Spanish.
- Include all the specific grammar, culture, and vocabulary requirements from the previous page.
- Create articles, ads, interviews, and other pages to fill up your magazine. **See the suggested article types below.**
- You should write the majority of your magazine content in complete sentences in Spanish, but you can label ads or pictures with just one or two words in Spanish.
- Your final product should be neat, colorful, and clearly show effort. Your magazine should be formatted to look like a magazine and should include pictures (drawn or cutout images) and proper design. You may choose to do a physical paper magazine, or an online magazine (if online, make sure it looks like a magazine! use a newsletter/magazine type template or a Google SlideShow for example).
- Cultural pages or sections of cultural pages may be in English as needed, but everything else needs to be in Spanish. Sentences should all be one language or another, no Spanglish.
- Cultural pages must be factual, but can discuss imaginary trips to Puerto Rico. All other pages do not need to use factual information, just need to utilize the unit vocabulary and grammar (so if you want to talk about what a famous person is wearing, it does not need to be real!)

Page and Article Ideas:

Suggestions for articles and pages to include in your magazine:

- Ads for stores or items using vocabulary.
- Articles about a trip to Puerto Rico using culture information.
- “Interviews” with people about shopping habits, shopping trips, etc. (can be made up!)
- Short stories
- Topic ideas for articles:
 - How to organize your closet
 - What are the latest fashion trends (can be made up!)
 - What famous people are wearing (can be made up!)
 - Dos and don'ts of first day of school outfits
 - Horoscopes

Nombre: _____ Bloque: _____ Fecha: _____

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?: