

U1E3: Proyecto

Mi familia

Nombre y apellido: _____ Hora: _____ Fecha: _____

Objetivo: I can utilize appropriate technology to present information about my family to an audience of listeners and readers.

Proyecto Parte 1:

- Using Google Docs presentations, PowerPoint, Prezi, or ThingLink, create and submit via Google Docs (instructions below) a presentation on your family.
- Include the following information:
 - **Describe your *familia*** (how many members, what your family is like, where you live, etc.) You may describe your family at home or invent a family (using celebrities).
 - **Mínimo de 5 oraciones**
 - **Describe five individual family members.** These may include pets and/or extended family. One person must be **yourself—talk about yourself first**. Include for each person:
 - Nombre y apellido (*name—first and last*)
 - Relación (*relationship to you*)
 - Edad (*age*)
 - Descripción física (*physical description*)
 - Personalidad (*personality traits*)
 - Qué le gusta o no le gusta hacer (*likes/dislikes*)
 - Su cumpleaños (*their birthday*)
 - Algo más (*something more*)
 - **Photos or images** of each your family members.

**Be sure that you include a variety of vocabulary and that you check and re-check that your adjectives and nouns agree and that your verbs and subjects agree!*

Instrucciones para Google Docs

1. Create a new document in your GDrive called "**FirstName LastName Mi Familia**" (or create a presentation using another program and upload it to your Gdrive).
2. After creating your document, critically read your work and edit/make improvements.
3. Re-read your work and edit/make further improvements.
4. Keep this document in your GDrive.
5. Make copy of the original in your GDrive.
6. Click the blue SHARE button in the upper right hand corner of the copy.
7. Put my email address (**charlynjohnson@mvsd320.org**) in the **INVITE PEOPLE** window.
8. Set the settings as **CAN EDIT**.
9. If your work is submitted early, check your GDrive for editing and/or comments from señora Dalvit.

Proyecto Parte 2:

- Presentation to the class: *Mi familia*.
- You will use the first **three slides** of your presentation to talk to the class in Spanish about your family. **However, you may need to copy and paste these slides into a new presentation because to meet standard you may not read during your spoken presentation.** You may include photos and clip art to help you remember what you want to say (i.e., a smiley face to remember to say that the person is *simpático/a*.) The words/sentences may appear on the slide, but may not be read to meet standard. One suggestion would be to have the sentences animated in PowerPoint so that they appear with the click of a mouse after you've spoken on that topic (I have a wireless mouse that will be at your disposal).
- The presentation slides must include the following people and information:
 - A description of your family
 - A description of yourself
 - A description of one other family member
 - All of the information listed above for **Parte 1** must be included for each person.
- You may do the presentation in-class or after school on the available dates. You will sign up for a presentation day/time. If you miss your presentation day/time, you will be responsible for making it up on your own time. If it is an unexcused absence on your presentation date, disciplinary action will be taken and your grade may be affected.
- You will need to be able to answer some questions (in Spanish) regarding your presentation afterwards. If you forget a piece of information, expect to be prompted! These may include:
 - What is your name?
 - What is his/her name?
 - Where are you from?
 - Where is he/she from?
 - What are you like?
 - What is he/she like?
 - Who is your (relationship)?
 - How old are you?
 - How old is he/she?
 - When is your birthday?
 - When is his/her birthday?
 - What do you like?
 - What does he/she like?
- You will also be expected to **ask your peers** some questions in Spanish following their presentations. Be sure you know how to ask the above information!
- You may either bring your presentation on a USB drive or submit it via Google Drive. If submitted through Google Drive, name your document "**FirstNameLastNamePresentationFamilia.**"

Tips/Apoyo

- Read the instructions carefully and check off the expectations as you meet them.
- Use your class packet, class notes, class worksheets, and online resources well.
- Do NOT use Google translator. (See website home page for a video on this.)
- Include helpful pictures or clip art to guide you through the descriptions of people. You may include numbers (not spelled out in Spanish), but no words in English.
- You may use notecards that do not contain Spanish to help guide you. For example, you might list off what you need to talk about for each person (in English) to help you remember. Sra. Dalvit must see any notecards prior to your presentation.
- Practice, practice, practice. Out loud. With an audience.
- Do your own work.

Rúbrica: Parte 1 (Escritura)

	4	3	2	1
Vocabulario	The student uses rich, varied and precise vocabulary from previous etapas and 1.3. Shows knowledge above and beyond the expectation by using: synonyms or extra vocabulary that the student learned on his/her own.	The student uses a very good amount of vocabulary from previous etapas and 1.3. Is able to use the expected vocabulary terms appropriately and with ease.	The student uses limited vocabulary from previous etapas and 1.3. Vocabulary may be repetitive . It is clear that the student has not learned all the expected vocabulary.	The student uses very little vocabulary from previous etapas and 1.3 which may include some English. It is clear that the student has not learned much of the expected vocabulary.
Estructura	The student uses tener, possessive adjectives, ser, definite and indefinite articles, concordance of gender/number , and can express age and dates with strong control and very few errors with no pattern. Can express possession two different ways with strong control . Student is beginning to experiment with structure to create more complex sentences.	The student uses tener, possessive adjectives, ser, definite and indefinite articles, concordance of gender/number , and can express age and dates with adequate control and only occasional errors with occasional patterns. Can express possession two different ways with adequate control .	The student uses tener, possessive adjectives, ser, definite and indefinite articles, concordance of gender/number , and can express age and dates basically but does so with patterned errors that affect comprehension . Can express possession only one way .	The student uses tener, possessive adjectives, ser, definite and indefinite articles, concordance of gender/number , and can express age and dates with many patterned errors that impede comprehension. English influence is evident.
Ortografía y puntuación	The student spells all words correctly and uses written accents appropriately .	The student spells nearly all words correctly with limited minor errors and attempts to use accents appropriately .	The student has occasional errors in spelling that affect comprehension; there is occasional English interference .	The student has frequent errors in spelling that impede comprehension and there is frequent English interference .
Organización y esfuerzo	Work is submitted early or on time . Student follows instructions well with little or no need for clarification. Work demonstrates an excellent degree of effort.	Work is submitted on time . Student follows instructions well with infrequent need for clarification. Work demonstrates an adequate degree of effort.	Work is submitted late within two days of the due date. Student does not follow instructions well and needs clarification often . Work demonstrates a minimal degree of effort.	Work is submitted later than two days of the due date. Student does not follow instructions well and needs frequent clarification. Work demonstrates a lack of effort .

Rúbrica: Parte 2 (Presentación)

	4	3	2	1
Vocabulario	The student uses rich, varied and precise vocabulary from previous etapas and 1.3. Shows knowledge above and beyond the expectation by using: synonyms or extra vocabulary that the student learned on his/her own.	The student uses a very good amount of vocabulary from previous etapas and 1.3. Is able to use the expected vocabulary terms appropriately and with ease.	The student uses limited vocabulary from previous etapas and 1.3. Vocabulary may be repetitive . It is clear that the student has not learned all the expected vocabulary.	The student uses very little vocabulary from previous etapas and 1.3 which may include some English. It is clear that the student has not learned much of the expected vocabulary.
Estructura	The student uses tener, possessive adjectives, ser, definite and indefinite articles, concordance of gender/number , and can express age and dates with strong control and very few errors with no pattern. Can express possession two different ways with strong control . Student is beginning to experiment with structure to create more complex sentences.	The student uses tener, possessive adjectives, ser, definite and indefinite articles, concordance of gender/number , and can express age and dates with adequate control and only occasional errors with occasional patterns. Can express possession two different ways with adequate control .	The student uses tener, possessive adjectives, ser, definite and indefinite articles, concordance of gender/number , and can express age and dates basically but does so with patterned errors that affect comprehension . Can express possession only one way .	The student uses tener, possessive adjectives, ser, definite and indefinite articles, concordance of gender/number , and can express age and dates with many patterned errors that impede comprehension. English influence is evident.
Fluidez	The student speaks fluently with only occasional and natural pauses . The student can extend and deepen the conversation by asking/answering questions or by adding detail. Extensive preparation is evident.	The student speaks fluently with only brief and occasional hesitation . The student can extend the conversation by asking/answering some questions or by adding some detail. Adequate preparation is evident.	The student's speech is often hesitant and is interrupted by occasional self-correction . The student rarely extends the conversation by asking/answering questions or adding detail. Some preparation is evident.	The student's speech is often labored and is frequently interrupted by self-correction . The student does not seek to extend the conversation by asking/answering questions or by adding detail. Little to no preparation is evident.
Organización y esfuerzo	Work is early or on time . Student follows instructions well with little or no need for clarification. Work demonstrates an excellent degree of effort.	Work is on time . Follows instructions well with infrequent need for clarification. Shows an adequate degree of effort.	Work is late within two days of due date. Does not follow instructions well and needs clarification often . Shows a minimal degree of effort.	Work is later than two days of the due date. Does not follow instructions well and needs frequent clarification. Work shows a lack of effort .