

Bienvenidos a ¡proyectos con propósito!

Auténtico Level 2

Student Packet

Project-Revista de modas

Level 2

Project-Revista de modas

Aligns with the following 2 temas in *Auténtico*:

Capítulo 2A- ¿Cómo te preparas?

Capítulo 2B- ¿Qué ropa compraste?

Spanish content related to this project:

Vocabulary	Grammar	Recycle
<ul style="list-style-type: none"> Getting ready for an event Daily routines 	<ul style="list-style-type: none"> Reflexive verbs Ser and estar Possessive adjectives 	<ul style="list-style-type: none"> Formation of adverbs Clothing items Expressions with the infinitive Objects in a bedroom Prepositions of location

Introduction:

1. Start gathering pictures from sources in Spanish of people for various events: weddings, quinceañeras, parties and ceremonies. You will make and give to the class a digital presentation with comments about what the people have done to get ready for their event.

Resources: Internet access, electronic or print photos, image editing and page layout software and/or construction paper, markers, magazines, glue or tape, scissors.

Here is a detailed rubric for this project. You will be assessed using this rubric.

Rubric	Score 1	Score 3	Score 5
Your evidence of planning	You provided no written draft or sketch.	Your draft was written and layout created, but not corrected.	You showed evidence of corrected draft and layout.
Your use of illustrations	You included no photos or visuals.	You included very few photos or visuals.	You included several photos or visuals.
Your magazine presentation	You included little of the required information.	You included at least three photos, and describe clothing, destination, and preparations.	You included three or more photos, and describe clothing, destination, and preparations.

Project Sequence:

Step 1: Review Project and Rubric.

Step 2: Submit a rough sketch of your fashion spread. Your teacher will note corrections and suggestions, then return the drafts to you. For vocabulary and grammar practice, work with a partner and present your drafts to each other. **Due date** _____

Step 3: Create your layout, leaving room for photos and descriptions. If working on paper, try working in pencil first and try different arrangements before gluing your photos or decorations. Have fun!

Step 4: Submit a draft of your layout. Your teacher will note corrections and suggestions, then return the drafts to you. **Due date** _____

Step 5: Complete and present your fashion spreads to the class, explaining each part and describing selected pictures. **Due date** _____

Step 6: Have students find online catalogs for stores based in Spain and look for items on sale. Have students present their results as a table in a spreadsheet program. **Due date** _____

Step 7: Self review and project feedback form. **Due date** _____

Evaluate Web Sites

Knowing how to evaluate Web sites will help you to understand how reliable a Web site is. Some Web sites are biased toward one point of view. Others may contain inaccurate information. Finally, many Web sites are out of date.

- 1 Identify the author or sponsor of the Web site, assess the reliability of the author, and identify any bias to find out whether the Web site is objective.**

Finding the author or sponsor of a Web site is not always easy. Check the bottom of the home page or look for a link that says "About Us." Then, try to learn about the author or sponsor. What is the goal of the Web site? Do you see emotional language or other language that suggests that the Web site is biased? Avoid Web sites with a clear bias, as they may not present both sides of a topic.

- 2 Identify when the Web site was last updated and determine whether the information is current.**

The copyright date or date that the Web site was created or updated can often be found at the bottom of the home page. For online encyclopedias, blogs, and other sites that frequently add new content, be sure to check the date of each entry. Some content may be much more recent than the date when the site was created. Think about your topic and then decide if the site is current. Are you researching something for a history class? In that case, even if the Web site is a number of years old, it may be a good source. On the other hand, if you are looking for information about an on-going current event, information from a month ago might already be out of date.

- 3 Compare the content of the Web site to other Web sites and sources on the same topic.**

Once you have decided that a Web site seems reliable and up-to-date, be sure to check the site against other sources. Even the best sites may have mistakes. Read other reliable Web sites or do some more research at the library. Having at least two reliable sources for each piece of information will help to make sure that you have accurate information.

Compromise

Compromising is a skill you use when working with others. Compromising means giving up some of what you want so that others can reach their goals. At the same time, others give up something so that you can get part of what you want.

1 Identify your goals and the goals of others.

Think carefully about your own goals. If there is disagreement within the group, there is a good chance that you will have to give up some things in order to get other things that you want. Make sure that you know what is most important to you. If you give up something important, you may not be happy with the compromise. Be sure that you also understand the goals of others in the group. Find out what is most important to them.

2 Plan a way to move forward toward the goals, looking for things that each person can gain or give up in order to reach a resolution.

Once you understand everyone's goals, think of ways that your goals might get in the way of the goals of others, and vice versa. Decide what you could give up so that others can achieve their goals. Think what you would like others to give up so that you can get what is most important to you. You might start by offering to give something up. Then you could say, "This is really important to me. Is there any way that we can find a solution that meets this goal?" Be flexible. It might take a lot of discussion before everyone agrees on a solution.

3 Make a final agreement that creates a resolution.

Once each side has given up some goals in order to achieve others, the group needs to make a final resolution. Agree on a solid, detailed plan that makes your compromise work. Make sure that everyone has a chance to raise concerns and that these concerns are addressed. Your plan is much more likely to be successful if everyone is happy with the resolution.

Solve Problems

Problem solving is a skill that you use every day. It is a process that requires an open mind, clear thinking, and action.

- 1. Understand the problem.** Before trying to solve a problem, make sure that you gather as much information as possible in order to identify the problem. What are the causes and effects of the problem? Who is involved? You will want to make sure that you understand different perspectives on the problem. Try not to jump to conclusions or make assumptions. You might end up misunderstanding the problem.
- 2. Consider possible solutions and choose the best one.** Once you have identified the problem and gathered some information, list and consider a number of possible options. Right away, one solution might seem like the right one, but try to think of other solutions. Be sure to consider carefully the advantages and disadvantages of each option. It can help to take notes listing benefits and drawbacks. Look for the solution whose benefits outweigh its drawbacks. After considering each option, choose the solution you think is best.
- 3. Make and implement a plan.** Choose and implement a solution. Make a detailed, step-by-step plan to implement the solution that you choose. Write your plan down and assign yourself a deadline for each step. That will help you to stay on track toward completing your plan. Try to think of any problems that might come up and what you will do to address those problems. Of course, there are many things that you cannot predict. Stay flexible. Evaluate the effectiveness of the solution and adjust your plan as necessary.

Self-Assessment

What did I feel that I did particularly well?

What do I feel that I could improve upon?

Project Student Feedback Form

Name _____ Class Period _____

Project Name _____

What did I like most about this project and why?

What did I like the least about this project and why?

My suggestions for improving this project include:

1. _____
2. _____
3. _____

Additional project ideas that I think would be fun:

1. _____
2. _____
3. _____

Are there additional resources we could use in this project? If so, then what would those be?

1. _____
2. _____
3. _____
4. _____
5. _____

Did the project help you learn what you needed and wanted to learn? If YES, HOW?

If NO, WHY NOT and WHAT DO YOU NEED in order to learn more and be successful with this type of project?



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