

Bienvenidos a ¡proyectos con propósito!

Auténtico Level 2

Teacher Packet Project-Revista de modas

Just in time for back to school! Whether it is via distance learning, onsite, or a mix of both, we offer this free project for you to use in your classroom to start the year off right. We understand that although your curriculum may be different, the vocabulary and grammar you are likely to use during the first part of the school year would likely include these themes.

If you are currently an *Auténtico* customer, please see the themes below to use with the project. We have gathered all the projects here so you can easily add to your course, share and assign to your students.

If you are not currently a customer, we are also providing instructions for you to set up your own free demo access to our exciting Spanish program, *Auténtico*.

1. Go to [SavvasRealize.com](https://www.savvasrealize.com) and select **Try a free demo today**
2. Enter your information. Select your state from the drop-down menu and enter the code in the box provided. Click **Continue**.
3. Check your email. Follow the instructions in the email to sign in and complete your registration.
4. Need help? Go to [mySavvasTraining.com](https://www.mysavvastraining.com) for additional support.
5. Personalize your experience by selecting Level of *Auténtico* you want to use, profile icon, and wallpaper.

Please see the Class Creation and Assignment Aide to help you easily create a class, add your students and assign the project-based learning assets and more.

Note: From the time you set up your free demo account, you will have approximately 30 days to complete this project within the Savvas Realize™ platform.

For Level 2 we suggest the following themes that align with this project.

Project-Revista de modas

Aligns with the following 2 temas in *Auténtico*:

Capítulo 2A- ¿Cómo te preparas? and Capítulo 2B-¿Qué ropa compraste?

Spanish curriculum associated with 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

Project Overview:

Have students create a spread from a fashion magazine featuring photos of people in fashionable clothing. Students will write sentences using the preterite about what each person in the photo did to get ready, what clothing they bought, and where they went in their new outfits. They then present their magazine spread to the class.

NOTES: If you are using the digital discussion board feature within *Auténtico*, we suggest you add the project there so that students can upload their final projects. Another option is if you are a Google™ or Microsoft OneDrive™ classroom to use the functionality they provide to collect drafts, collaboration efforts and/or final projects etc. Also consider starting a discussion board related to different activities such as cultural comparisons between products, perspectives and practices of the various countries and their own.

If meeting technology, such as Zoom, is not available for students to present directly to other students, have students record their presentations and upload them to the Realize platform or Google Classroom, Microsoft OneDrive or other shared drive technology.

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

Modify the Project-Based Learning with one or more of these suggestions:

- Media Literacy-** Before students create their magazine spreads, have them investigate relevant existing publications for ideas on design and organization of information. Remind them of the importance of exercising caution and good judgement when examining web sites. Have them review and discuss “Evaluate Web Sites” so as to better understand checking sites for accuracy, timeliness and possible biases that may exist.
Digital course path: Auténtico Level 2 > Table of Contents > 21st Century Skills > Evaluate Web Sites document. Easily assign to students via Realize course.
- Flexibility and Adaptability-** Remind students to decide on an intended audience for their magazine spread and to think about how that choice of audience will affect both the images and language they choose. Have them discuss the handout “Compromise” with a partner so that they better understand that seeing things from another person’s point of view often makes an experience richer.
Digital course path: Auténtico Level 2 > Table of Contents > 21st Century Skills > Compromise document. Easily assign to students via Realize course.
- Social and Cross- Cultural Skills-** As part of their growing awareness of cultural differences, have some students use culturally authentic images from a Spanish-speaking magazine as the basis for their magazine spread. Students can then compare the images from different countries and discuss similarities and differences.
- Have students develop their own timeline for accomplishing different stages of the project. They should study the rubric and anticipate which grammar and vocabulary tools they will need. The Handout “Solve Problems” can help them develop a plan of action.
Digital course path: Auténtico Level 2 > Table of Contents > 21st Century Skills > Solve Problems document. Easily assign to students via Realize course.

Optional items 5 and 6- Depends on whether you are using the *Auténtico* course or not.
Theme Culture

5. **ICT Literacy** - Have students prepare a PowerPoint presentation in which they compare formal and informal clothing worn in Mexico and other Spanish speaking countries (presented in the chapter) with clothing they and their friends and families wear.
Digital course path: Auténtico Level 2 > eText > Teachers Edition> Open in new window> Menu > TOC > Capítulo 2A- ¿Cómo te preparas?
6. **Videocultura-** *La piñata* online with the class to learn about the origins and uses of piñatas.
Digital course path: Auténtico Level 2 > TOC > Capítulo 2A- ¿Cómo te preparas? > Introducción Videocultura: La piñata

NOTE: If you are not using the course or would like additional activities we suggest the following:

1. Have students search for and share videos of different countries of their choice of notable fashion designers and discuss what their signature looks are and possibly their influences or themes of their collections.
2. After discussing in class, then ask students to make cultural comparisons between two different country designers practices and one of their own designers.

Sequence: (suggestions for when to do each step appear throughout the chapters)

Step 1: Review instructions so students know what is expected of them. Hand out Theme 2 Project instructions and Rubric.

Step 2: Students submit a rough sketch of their fashion spread. Note the sketches with your corrections and suggestions and return the draft to students. For vocabulary and grammar practice, ask students to work with a partner and present their drafts to each other.

Step 3: Students create layouts, leaving room for photos and descriptions. If working on paper, encourage them to work in pencil first and try different arrangements before gluing photos or decorations.

Step 4: Students submit a draft of the layout. Note your corrections and suggestions, then return the drafts to students.

Step 5: Students present their fashion spreads to the class, explaining each part and describing selected pictures.

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.

Options:

1. Students create a magazine about Hispanic celebrities they research.
2. Students create a Web page featuring friends or family dressed for special events.

Introduction:

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

Assessment: Here is a detailed rubric for assessing this project.

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.

Student Packet -The Student Packet includes the following items:

Introduction	Quick Reference Pieces: Evaluate Websites Compromise Solve Problems Compare and Contrast
Rubric	Self-Assessment
Project Sequence and Assignments	Project Student Feedback Form

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