

Bienvenidos a ¡proyectos con propósito!

Auténtico Level 3

Teacher Packet

Project-Club de exploradores

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 theme below to use with this 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.mysavvas.com) for additional support.
5. Personalize your experience by selecting the 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 much 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 3 we suggest the following themes that align with this project.

Project-Club de exploradores

Aligns with the following tema in *Auténtico*: Capítulo 1- Días inolvidables
Spanish curriculum associated with this project:

<p>Vocabulary</p> <ul style="list-style-type: none"> • Daily activities both school and non-school related • Help around the house and errands • Entertainment, television, and movies • Events and celebrations and traveling 	<p>Grammar</p> <ul style="list-style-type: none"> • Irregular verbs • Stem-changing verbs in the present tense • Reflexive verbs • Verbs that conjugate like gustar • Possessive adjectives
<p>Recycle</p> <ul style="list-style-type: none"> • Food and beverages • Health and exercise 	<p>Culture</p> <p>Daily activities of young people</p>

Project Overview:

Students research and create a proposal for a trip to a national park or other outdoor tourist attraction in Spain or Latin America to present to their Explorer's Club or the class. Presentations should include images of the site, each with a descriptive caption, and can be created digitally, by hand, or by using a combination of resources.

Students then present their proposal explaining where the park is, how club members would get there, what they would need to bring, and what there is to see and do.

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, and perspectives and practices of the various countries and their own.

Google street view also has some wonderful places around the Spanish speaking world that students could view and share with the class.

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

Resources: Online or print photos, image editing and page layout software and/or poster board, markers, glue or tape, scissors.

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

1. **ICT (Information, Communications and Technology) Literacy-** Encourage students to use information from a variety of web sites to plan their trip proposal. The Handout "Search for Information on the Internet" will help them find reliable sources for planning an exciting trip.
Digital course path: Auténtico Level 3 > Table of Contents > 21st Century Skills > Search for Information on the Internet document. Easily assign to students via Realize course.
2. **Collaboration-** Have students work together in small groups and assume shared responsibility for researching and writing their trip proposal. Provide them with the handout "Work in Teams" to help them divide the tasks.
Digital course path: Auténtico Level 3 > Table of Contents > 21st Century Skills > Work in Teams document. Easily assign to students via Realize course.
3. **Critical Thinking and Problem Solving-** Ask students to make a list of the problems a traveler may encounter when engaged in an adventurous outdoor activity. How would this affect the clothes, medicines or other items they would pack for the trip? How would weather influence what they bring?
4. **Self-Management-** 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 3 > 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.
Chapter Culture

5. **Social and Cross- Cultural Skills-** Help students bridge cultural differences by offering opportunities to discuss the culture highlighted in the chapter. Use the Cultura note on print page 27 to discuss the importance of national parks, ecotourism, and family outings in different cultures.
6. **Technology Videodocumentario –** View *Los deportes en el mundo hispano* online with the class to learn about the many sports and outdoor activities practiced in the Spanish-speaking world.

Digital course path: Auténtico Level 3 > TOC > Capítulo 1- Días inolvidables> Aplicación> Integración > Videodocumentario: Capítulo 1 > Open in new window

You can also assign the following related Videodocumentario activities in the Realize course:

- Videodocumentario Activity 1: Antes de ver el video
- Videodocumentario Activity 2: ¿Comprendes?
- Videodocumentario Activity 3: Actividad
- Videodocumentario Activity 4: Y ¿qué más?

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 their own communities and activities that are important in their own cultures. Maybe they can share a historical perspective about how these activities came to be.
2. After discussing in class, then ask students to make cultural comparisons between two different country activities and their own.

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

Step 1: Review instructions so students know what is expected of them. Share the rubric.

Step 2: Students submit a draft of their proposal including the location of their destination, what the club would need to bring, and why they might want to go there. Return the proposal with your suggestions.

Step 3: Students do a layout, leaving room for photos and captions. Encourage them to try different arrangements before placing the photos.

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

Step 5: Students present their proposals to the class, explaining where the park is, how the club would get there, and what they could expect to see and do.

Options:

1. Students write and create an article for a travel magazine with photos and captions about a national park in Spain or Latin America.
2. Students research and create a proposal for a trip back in time to an earlier civilization in Spain or Latin America.

Additional activity

As students work through the chapter, have them take notes of the activities they have participated in. Tell them to include the details and any pertinent information, such as location, special moments and so on. Explain they can use the notes to help them select their most unforgettable experience to complete the *Presentación oral* on print page 51.

Digital course path: Auténtico Level 3 > eText > Open in new window > Menu > TOC > Capítulo 1- Días inolvidables > Aplicación > Integración > Presentación oral: Una experiencia inolvidable. Easily assign to students via Realize course.

Assessment:

Here is a detailed rubric for assessing this project.

Rubric	Score 1	Score 3	Score 5
Your evidence of planning	You provide preliminary proposal or caption drafts.	Your preliminary proposal and captions are created, but not corrected.	You show evidence of corrected proposal and captions.
Your use of illustrations	You include photos.	You include photos, but layout is disorganized.	You include photos, and your presentation is easy to read and convincing.
Your presentation	You do not include the required information.	You include most of the required information.	You include all of the required information.

Student Packet

The Student Packet includes the following items:

- Introduction
- Rubric
- Project Sequence and Assignments
- Quick Reference Pieces:
 - Search for Information on the Internet
 - Working in Teams
 - Solving Problems
- Team Evaluation
- Self-Assessment
- Project Student Feedback Form

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