

Bienvenidos a ¡proyectos con propósito!

Auténtico Level 1

Teacher Packet

Project- Álbum de recuerdos

Just in time for back to school! Whether it is via distance learning, onsite, or a mix 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 free demo access to our exciting Spanish program, *Auténtico* Level 1 and suggest the following themes that align with this project.

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://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 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 A/1 we suggest the following themes that align with this project.

Project- Álbum de recuerdos

Aligns with the following 2 temas in *Auténtico*:

Capítulo 1A- ¿Qué te gusta hacer? and Capítulo 1B- Y tú, ¿cómo eres?

Spanish curriculum associated with this project:

Vocabulary

- Activities
- Expressing likes and dislikes
- Favorite activities
- Personality traits

Grammar

- Infinitives
- Negatives
- Expressing agreement or disagreement
- Definite and indefinite articles
- Word order placement of adjectives
- Adjectives

Culture Cultural perspectives on dances and music in the Spanish speaking world	Culture Cultural perspectives on friendship Cultural practices about personality traits
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Project Overview: Students create two pages for a digital photo album featuring photos of their friends and themselves with captions written underneath. They then give an oral presentation of their album, describing the people in the photos and telling what they like and don't like to do. Students can create decorations using physical materials and scan them to digital files.

Note: 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 related to different activities related to this project.

Resources: electronic or print photos, image editing and presentation software and/or construction paper, magazines, colored pencils, markers, glue, scissors.

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

1. **Information Literacy-** Have students come up with creative ideas for arranging the content of their album such as themes, seasons, favorite places, activities, or people. Encourage them to decide how to choose materials at the outset.
2. **Critical Thinking and Problem Solving-** 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 1 > Table of Contents > 21st Century Skills > Solve Problems document. Easily assign to students via Realize course.
3. **Collaboration-** Have students working as partners compare the activities in the albums with those presented in the chapter. Provide them with the handout “Compare and Contrast” to help them organize their ideas.
Digital course path: Auténtico Level 1 > Table of Contents > 21st Century Skills > Compare and Contrast document. Easily assign to students via Realize course.

Optional items 4 and 5- Depends on whether you are using the *Auténtico* course or not.

4. **Theme Culture Social and Cross-Cultural Skills-** Have students review the *Cultura* notes on pages 31 and 34 of Capítulo 1A- ¿Qué te gusta hacer? comparing responses with a partner's. They can investigate similarities and differences they notice regarding activities in the countries. What could explain what they notice? Location? Climate? Other?
Digital course path: Auténtico Level 1 > eText > Teachers Edition> Open in new window> Menu > TOC > Capítulo 1A- ¿Qué te gusta hacer? > Vocabulario en uso, Actividades 5, 6, y 7> Cultura: El mundo hispano
5. **Videocultura-** View *Amigos y actividades* with the class to learn more about how friends like to spend their time.
Digital course path: Auténtico Level 1 > eText > Teachers Edition> Open in new window> Menu > TOC > Capítulo 1A- ¿Qué te gusta hacer? > Gramática: Infinitives, Actividades 9 y 10> Cultura: El mundo hispano

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 and their customs/practices for spending their free time/leisure time.
2. After discussing in class, then ask students to make cultural comparisons between two different countries practices and their own using a Venn Diagram or using a list method.

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

Step 1: Review instructions so students know what is expected of them. Handout Theme 1 Project instructions and the rubric.

Step 2: Students submit a rough sketch of their photo album pages. Return the sketches with your suggestions. For vocabulary and grammar practice, ask students to work with a partner and present their drafts to each other.

Step 3: Students do layouts. Encourage students to try different arrangements before finalizing layouts and writing captions.

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

Step 5: Students complete and present their albums to the class. They should describe the people in the photos and say what they like and don't like to do.

Options:

1. Students feature fictitious friends in their scrapbooks.
2. Students create scrapbook pages only about themselves.

Introduction:

1. Start gathering pictures for their photo albums. The photos can be recent or when they were younger and should show them doing different activities. Photos can be of the student alone or with others and activities can be those they enjoy now, enjoyed when younger, or those that they might not like at all. Students can also include images from other sources if they do not have their own photos.
2. Have students think about what the picture/s available to them for their photo albums show about the type of person they were when they were younger, and the type of person they are now. Were they serious, fun-loving, quiet, sociable, industrious, playful, energetic? Have students make a list of the adjectives they would use to describe themselves in each picture in order to compare what the pictures show about them then with how they perceive themselves now.

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

Rubric	Score 1	Score 3	Score 5
Evidence of planning	You provided no written draft or page layouts.	Your draft was written and layout created, but not corrected.	You corrected your draft and layout.
Your use of illustrations	You included no photos / visuals.	Your photos / visuals were included, but your layout was unorganized.	Your album was easy to read, complete, and accurate.
Your presentation	You included little of the required information for each photo.	You included most of the required information for each photo.	You included all the required information for each photo.

Student Packet- The Student Packet includes the following items:

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

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