**Las Aventuras de los Aplastados**

En la clase de BI Español 2, vamos a pasar mucho tiempo hablando de la comunidad y sociedad. También vamos a usar muchos tiempos verbales, incluyendo el pretérito y el imperfecto. Terminamos el año de español 3 usando los tiempos pasados, y tenemos que continuar. Vas a hacer un proyecto específicamente para practicar hablar de las diferentes partes de tu comunidad y también hablar en el pasado.

Puedes ver una pictura de unas caricaturas con estas tareas. Vas a escoger una, colorearlo, y prepararlo para un gran viaje! Piensa bien en las diferentes partes de tu comunidad y lleva a tu caricatura a las diferentes partes, tomando fotos en cada lugar. Tienes diferentes opciones de personas: Marco Marjales de México, Yesenia Llana de España, y Perla Plana de Perú. Vas a coleccionar fotos de tu caricatura en muchos diferentes lugares en tu comunidad y escribir un ensayo sobre los lugares diferentes adónde vas con él. Tienes que preparar una presentación sobre tus aventuras con tu caricatura. Puedes hacer un PowerPoint, Prezi, u otra forma de presentación como un poster o un libro infantil. Cuando hablas, vas a hablar completamente en español. Vas a explicar todo que hiciste con tu caricatura en los tiempos pasados.

Puedes usar WordReference para buscar palabras de la comunidad que no sabes, pero debes usar este [link](http://www.shertonenglish.com/resources/es/vocabulary/city-parts.php) también. Vamos a tener una prueba de las palabras de esta lista cuando regresemos a las clases en agosto… ¡no te olvides estudiar!

Los requisitos del proyecto son:

* Incluye 25 verbos en el pretérito por lo menos
* Incluye 20 verbos en el imperfecto por lo menos
* (si necesitas recordar las reglas para el pretérito, haz un clic [aquí](https://www.youtube.com/watch?v=Nn9Jiaz83dg))
* (si necesitas recordar las reglas para el imperfecto, haz un clic [aquí](https://www.youtube.com/watch?v=Nn9Jiaz83dg))
* Incluye una foto por lo menos de cada lugar con tu caricatura
* Incluye **15 lugares** *por lo menos*
* Escribe una frase *por lo menos* de cada lugar diferente.
* Haz una presentación de tus actividades y aventuras con tu caricatura
* Entrega el proyecto **el primer día de clases**

Tienes que entregar una copia de tu ensayo, teclado (typed), y también una copia de la presentación. Tienes que entregar este proyecto el primer día de clases del año escolar 2018-2019.

\*Vas a recibir dos calificaciones completamente diferentes: una por el trabajo escrito y otra por la presentación. Hay dos rúbricas diferentes de BI que vamos a usar. La calificación de la presentación será de un examen (summative). La calificación del ensayo será de una prueba (2 formative).

\*Si no traes tu proyecto el primer día de clases, vas a recibir deducciones de 10 puntos cada día escolar.

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| **Productive skills** | **Indicators** | **Criterion A** | | | | |
| **1 Very limited** | **2 Limited** | **3 Fairly good** | **4 Good** | **5 Very good** |
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| **How successfully does the student use the language in speech?** |
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| How fluent and clear is the student's speech? | hesitant & not comprehensible | hesitant & not always comprehensible | comprehensible & fluent at times | mostly fluent | fluent |
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| How accurate and varied is the language used? | incorrect and/or limited | often incorrect and/or limited | sometimes correct with some idiomatic expressions | generally correct, varied and articulate | correct, varied, articulate; errors do not interfere with message |
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| How much does the student's intonation aid communication? | interferes with communication | sometimes interferes with communication | does not interfere seriously with communication | contributes to communication | enhances communication |
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| **Interactive and receptive skills** | **Indicators** | **Criterion B** | | | | |
| **1** | **2** | **3** | **4** | **5** |
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| **To what extent does student understand and demonstrate an ability to interact in conversation?** |
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| How well can the student express simple & complex ideas? | simple ideas incoherent | simple ideas presented with difficulty, sometimes incoherently | simple ideas generally presented clearly | simple ideas presented clearly & coherently; some difficulty with complex ideas | simple and complex ideas are generally presented clearly, coherently, & effectively |
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| How well can the student maintain a conversation? | conversation disjointed | conversation does not flow coherently | conversation coherent at times but has lapses | conversation generally flows coherently | conversation flows coherently |
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**Rúbrica para la Presentación:**

\*This is the same rubric that will be used for all oral activities done in class as it contains the indicators and criterion from IB. Please get used to seeing this rubric, but you will be seeing it in Spanish in the future.

**Rúbrica para el Ensayo:**

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| --- | --- | --- | --- | --- | --- | --- |
| **Language** | **Indicators** | **Criterion A: Language** | | | | |
| **0** | **1-2 Generally inadequate** | **3-4 Generally ineffective** | **5-6 Generally adequate, many inaccuracies** | **7-8 Effective, some inaccuracies** |
|
| How effectively and accurately does the student use language? | The work does not reach a standard described by the descriptors given | Very limited range of vocabulary, many basic errors, sentence structures are rarely clear | Limited range of vocabulary used, many basic errors, sentence structure sometimes clear | Fairly limited vocabulary, many errors, sentence structures usually clear | Range of vocabulary used accurately, some errors, sentence structures clear |
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| **Content** | **Indicators** | **Criterion B: Content** | | | | |
| **1 - 2** | **3 - 4** | **5 - 6** | **7 - 8** | **9 - 10** |
| How well has the student used the sources to achieve the aim(s) stated in the rationale? | student makes little use of sources, does not fulfill aims stated in rationale | student makes some use of sources, partially fulfills aims stated in rationale | student makes use of sources and generally fulfills the aims stated in rationale | student makes good use of the sources, mostly fulfills aims stated in rationale | student makes effective use of sources and fulfills the aims stated in the rationale |
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| How skillfully are the sources used for the task? | use of sources is superficial or poorly developed | use of sources is basic, but at least relevant | use of sources is adequate | use of sources is good | use of sources is effective |
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| How well organized is the information gathered from the sources? | no evidence of organization | there is an attempt at organization | there is some organization | the work is mostly organized | work is organized |
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| **Format** | **Indicators** | **Criterion C: Format** | | | | |
| **0** | **1** | **2** | **3** | **4** |
| How correctly does the student produce the required text type? | work does not reach a standard describe by the descriptors given | text type unrecognizable | text type hardly recognizable or inappropriate | text type sometimes recognizable and appropriate | text type clearly recognizable and appropriate |
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| To what extent are the conventions of the text types appropriate? | work does not reach a standard describe by the descriptors given | conventions appropriate to the text type not used | conventions appropriate to text type limited | conventions appropriate to text type are evident | conventions appropriate to text type are effective and evident |
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\*This is the same rubric that will be use don writing assignments throughout the year as it is the rubric for the Written Assignment. The WA does have 1 more Criteria, which is for the Rationale; it will not be necessary for this particular assignment.