***¡Si eres capaz de soñarlo eres capaz de conseguirlo!***



*They say that if you do what you love then you will not work a day in your life. What is that love for you? What is it that you are passionate about? Does it have to do with sports, music, helping others, food, finance, art, dance, etc.?*

It is believed that here in the United States there is an abundance of opportunities for individuals to follow their dreams and live their passions. It is for this reason we have seen a steady increase of Spanish-speaking children immigrating into the United States. They arrive with the hope of pursuing their passions and ultimately achieving the “American Dream.”

You are being asked to think critically about how you could inspire others, who share your same passion, to set and achieve goals. Your job is to develop a “product” that would help to inspire, support and ultimately bring these individuals closer “to never working a day in their life.”

**Los Objetivos: What will I be able to do?**

1. Identify what your passion is.
	* Why? - What is it about this that inspires you?
	* How does it make you feel?
	* How often do you do it?
	* Do you see yourself pursuing this passion in the future? In what way? (hobby, career, etc.)
	* Do you have personal goals that you work towards to achieve success? If not, what might some good goals be?
2. Demonstrate how you can share your enthusiasm in a way that could further a child’s development and well-being?
	* Develop a plan/program that details how they can find success
	* What will their goals be and how will your plan/program help them to achieve them?
	* What is important that they do? (Details – What? When? Where? Why?)
	* How will they know they are on the right track? What steps will they need to take to have success?

**Los Requisitos**

1. You must decide on a platform through which you will present this information.
	* You can use whatever technology tool you feel best fits the information you are trying to present. Remember that your product is geared toward Spanish-speaking immigrant children. It should be visually appealing and you should be very creative in your delivery.
2. You must cite at least three sources used in completing this project. They must be authentic (created by a Spanish speaker for a Spanish speaker.) At least one should be a listening resource and at least one should be a reading resource.
3. Your presentation should be between 3-5 minutes in length.

**Una Tormenta de Ideas**

1. ¿Qué es tu pasión?

|  |  |
| --- | --- |
| **¿Qué? – El Contenido** | **¿Cómo? – La forma** |
| 1.2.3.4.5.6.7. | 1.2.3.4.5.6.7. |

2. Las ideas que tiene la clase… ¿Qué es un producto o plan? Es importante recordar que estos niños llegan a los Estados Unidos sin dinero y recursos. A veces llegan con un solo padre o peor sin padres. Es importante tener en cuenta la situación de estos niños cuando cruzan la frontera cuando piensas en el “producto” que crearás.

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3. La tecnología – unos ejemplos para la presentación

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 Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

La Rúbrica

**Quality of Presentation**

|  |  |
| --- | --- |
| 10-9 | Superior completion of the presentation; presentation is very elaborate and detailed. |
| 8-7 | Completion of the presentation is appropriate and adequate with some elaboration and detail. |
| 6-5 | Presentation is somewhat adequate but with little elaboration and detail. |
| 4-3 | Minimal completion of the presentation; it is undeveloped and/or repetitive. |
| 2-1 | Project barely completed; not enough to give a grade. |

**Comprehensibility**

|  |  |
| --- | --- |
| 10-9 | Content readily comprehensible, requiring no interpretation; pronunciation enhances communication. |
| 8-7 | Content comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication. |
| 6-5 | Content mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication. |
| 4-3 | Content barely comprehensible, requiring frequent interpretation; pronunciation may occasionally interfere with communication. |
| 2-1 | Incomprehensible. |

**Fluency**

|  |  |
| --- | --- |
| 10-9 | Speech sustained throughout. |
| 8-7 | Speech sustained most of the time; some hesitation but manages to continue and complete thoughts. |
| 6-5 | Speech choppy and/or slow with frequent pauses, few or no incomplete thoughts; some sustained speech. |
| 4-3 | Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech. |
| 2-1 | Did not speak enough to be able to determine fluency. |

**Content**

|  |  |
| --- | --- |
| 10-9 | Superior, content rich; ideas developed with elaboration and detail. |
| 8-7 | Content appropriate; ideas adequately developed with some elaboration and detail. |
| 6-5 | Content somewhat adequate and mostly appropriate; basic ideas expressed but with very little elaboration and detail. |
| 4-3 | Content frequently undeveloped and/or repetitive. |
| 2-1 | Not enough content to give a grade.  |

**Language Control – Oral Presentation**

|  |  |
| --- | --- |
| 10-9 | Control of intermediate language structures with occasional use of advanced language structures.  |
| 8-7 | Control of intermediate language structures. |
| 6-5 | Emerging control of intermediate language structures. |
| 4-3 | Emerging use of intermediate language structures. |
| 2-1 | Does not demonstrate any intermediate structures but stays only at the novice level. |

**Language Control – Written Presentation**

|  |  |
| --- | --- |
| 10-9 | Control of intermediate language structures with occasional use of advanced language structures.  |
| 8-7 | Control of intermediate language structures. |
| 6-5 | Emerging control of intermediate language structures. |
| 4-3 | Emerging use of intermediate language structures. |
| 2-1 | Does not demonstrate any intermediate structures but stays only at the novice level. |

**Connection with audience**

|  |  |
| --- | --- |
| 10-9 | Student speaks with confidence, great eye contact with audience, glances 1-2 times at written presentation. |
| 8-7 | Student speaks with confidence, good eye contact with audience, glances 3-4 times at written presentation. |
| 6-5 | Student mostly speaks with confidence, eye contact is ok but student makes more than four glances at written presentation. |
| 4-3 | Student lacks confidence during presentation and makes several references to the written presentation. |
| 2-1 | Presentation not complete enough (student did not talk long enough) to be able to make connection with audience.  |

**Vocabulary**

|  |  |
| --- | --- |
| 10-9 | You have correctly used a wide range of vocabulary. |
| 8-7 | You have used an adequate range of vocabulary, but there are some mistakes in usage.  |
| 6-5 | You have used a limited vocabulary. There are some mistakes in usage. There are some “angliscisms.” |
| 4-3 | You have used a poor range of vocabulary. There are numerous mistakes in usage. There are too many “anglicisms” or words in English.  |
| 2-1 | This is an incomprehensible vocabulary. |

**I used classtime effectively when working on this project- 0 2 4 6 8 10 pts.**

**Completion of evaluation of projects - 0 5 pts.**

Total: \_\_\_\_\_/95

 Final Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Strengths of the presentation … | Areas to work on … |
|  |  |

\*Rubric adapted from Fairfax County Public Schools *Performance Assessment for Language Students*