**Spanish III**

**Tapas Project**

(Informal Commands)

**DUE: November 28th – 30th**

**The Purpose**:

* To learn about “tapas” in Spain while using the tú commands. A perfect blend of culture and grammar!

**The Plan**:

* A group of 2 people will be formed to create a presentation using either PowerPoint or Snapguide.com showing pictures of your team members preparing a tapas dish.
* While you show us your step by step pictures of putting your dish together, you will explain, in Spanish, using the affirmative and negative tú commands to your peers in class. **This will comprise the spoken part of the test for this unit.**

**The Powerpoint or SnapGuide and Oral Presentation**:

* Must include at least 11-15 slides and they must include pics of both team members preparing the food step by step.
  + NOTE: For security reasons, if you do Snapguide.com DO NOT upload any pictures with faces in them on your Snap Guide, instead you will include pictures of just yours hands, food, etc. You will still need to take some pictures of your group’s faces making the food but show these to me in class just off your phone (this is so I know you all participated).
  + If you use PowerPoint, this isn’t an issue – you can show your smiling face in the pics. :)
* On the first slide, state the name of the tapas you are preparing. Other than that slide, **no other writing** should be on the presentation.
* You will take turns explaining the tapas recipe and process in class and while one person is presenting, the other member of the team will have to act out the command for that step in the recipe (example- for ***mezcla***, you would make a mixing motion).

**The Paper (Your Script)**:

The paper will be set up in this format and **in Spanish**:

* **Name and picture** of tapas dish, along with a description of the dish you made
* **Names** of group members
* **Ingredients**
* **Vocabulary list** of any vocabulary words (verbs, nouns, descriptors) that you learned along with English definition. These are words in your recipe that we didn’t already learn and that the class will need to know meaning.
* **Step by step directions** which include at least 10 affirmative tú commands and 5 negative tú commands, appropriate descriptors and use of pronouns.
* During your oral presentation, for every slide, you should say at least two sentences explaining the process of making your tapas in Spanish using the **tú commands**.

**The Preparation**:

* Exchange phone numbers with your team buddy.
* Decide which of the three days will be YOUR presentation day.
* You have a couple weeks to put this together OUTSIDE of class – don’t wait until the last minute!!!

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**Strategy:**

**Begin by researching tapas recipes online. Pick several recipes that look yummy. Bring your parents into the conversation so that you don’t surprise them with your grocery list!**

**Sign up with your teacher for the dish you want to make and the day you want to present to class, to be sure we don’t wind up with ten teams all making tortilla española.**

¡No me comas!

Pairs will organize and break up the work together. You will **make small food samples for your class**. Prepare for 30 people. If a person is not doing their portion of the work, teacher should be alerted ASAP. Remember to have fun with this and plan. You have a couple weeks to put this all together.

For tapas recipes, go to www.spain-recipes.com/spanish\_tapas.html, foodnetwork.com, and allrecipes.com have lots of tapas recipes. Once you find the recipe that you’d like to do, please see me ASAP and sign up for your tapas. One variety of tapas per class. These should not be big portions-remember, tapas are often bite-size. Please bring in the proper serving utensils and napkins as well.

**SNAPGUIDE INFO**

If you plan on using Snapguide.com, see me for a username and password.

You will be given a specific number to include here. You need to see me for this number and the password.

It will be hansonespanol+ @gmail.com

* You already have experience creating a Snapguide (review guides – remember?). But if you need a refresher, go to <http://snapguide.com/guides/use-snapguide-2/> for step by step instructions on how to create a Guide using Snapguide.
* When you produce your Snapguide, you will email me the link so that on presentation day I can display it for you. desiree.hanson@dsisd.txed.net
* You must include your class period in your title of guide so I know who it belongs to.
* Be sure NO pictures have your face on them. These Snapguides are made for all people to view them online and so for security reasons do not show your face.
* Take a few pictures of you and your partner making the tapas together (showing faces) and show them off your phone to me in class (again these should not be uploaded to your Snapguide).

GROUP MEMBERS:

Type of Tapa:

Rubric for *El proyecto de las tapas* - The Presentation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Beginning**  **1** | **Developing**  **2** | **Accomplished**  **3** | **Exemplary**  **4** |
| Content | Incomplete. Incoherent. Lacks 3 or more of the listed things in the exemplary box. | Some confusion on what is going on and how to make the tapa, lacks 2 or more of the listed things in the exemplary box. | Little confusion on how to make the tapa, process adequately explained, but unelaborated or minimal to the requirements. | **Starts with a brief intro of your tapa**, Correctly and richly **narrates** the process of creating your tapa, with **an abundance of pictures**, **commands** and **detail**. |
| Length of commentary for each slide and balance of speakers | Only words per slide, no real elaboration or sentences, not shared evenly | Sentences, short to the point, one or less sentences, speaking evenly shared. | At least 2 sentences, adequate elaboration, speaking evenly shared | Excellent elaboration per slide, speaking shared evenly  **Contains at least 2 sentences per slide, 11-15 slides** |
| Organization and Creativity | Blank powerpoint, out of order, blurred pics, not all team members in the pictures, or the pictures were made up | Some pictures, kind of confusing, blurred pics, not everyone is in the pictures, there are gaps in the process. | Color and brightness, pictures correspond appropriately to the steps, and participation of all team members is evident. | Plentiful, creative pictures, bright colors, flows like a story. No gaps in the process. Pictures clearly and completely illustrate the process.  Pictures reflect the participation of all team members. |
| Oral presentation/ Flow | Quiet, lots of pronunciation errors, no eye contact, not practiced, **no hand motions** | Hard to hear at times, some pronunciation errors, eye contact at times, shows some practice, **hardly do the hand motions or motions unclear.** | Good voice level, shows some confidence, few pronunciation errors, good eye contact, few flow errors, **hand motions mostly illustrate the process**. | Excellent **voice**, confident, **well-practiced**, 1-2 pronunciation errors, well poised and great eye contact, **all presenters do motions that help illustrate the process.** |

Total \_\_\_\_\_\_\_\_X3 = \_\_\_\_\_\_\_\_\_ /48

Rubric for *El proyecto de las tapas* - The Paper

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Writing  Criteria | **Needs Work**  **1** | **Good**  **2** | **Excellent**  **3** | **Teacher Notes** |
| Commands  tally:  🞤  **--** | Has fewer than 10 ***correct*** commands. | Contains 10 – 14 ***correct*** commands. | Includes 15+ ***correct*** commands. |  |
| Communication & Organization | Your tapa script is disorganized and hard to follow. Tapa wouldn’t result in a good dish because there isn’t enough guidance. | Parts of your tapa script are organized and easy to follow. Tapa would taste ok! | Your tapa script is easy to follow and anyone would be able to produce this dish by following your instructions. Tapa would taste delicious! |  |
| Other Grammar:  agreement  ser / estar  pronouns | Grammar is incorrect or uneven. Mistakes distract or confuse. | Grammar is adequate with a few minor mistakes. Occasional pronoun use. | Adept use of grammar reflects a Spanish III level of skill. Pronouns integrated with ease. |  |
| Vocabulary | Vocabulary is too basic or misused. | Vocabulary is adequate. | Project makes use of rich vocabulary, including new words learned in researching the project. |  |

Tapas Sample with utensils / 16 Total \_\_\_\_\_\_\_ x 3 = \_\_\_\_\_\_\_\_\_\_ / 36

Tapas but missing utensils / 8

No / 0

**FINAL GRADE: \_\_\_\_\_\_\_**