

Student Name: _____

Spanish I



¡Estar de moda!

In this project students will work in groups to create a 4 season fashion show. Each group will produce a fashion show in which each member not only models clothing from a different season, but also introduces a model and describes the clothing worn by that model. The target clothing vocabulary and props must be used. Students will determine the theme for their fashion show, what clothing each student will model (must be approved by the teacher), write the description of each model's outfit. Students will be able to use all four language skills as they research additional vocabulary, write, practice and present their fashion show.

This activity is assigned on: _____

The rough drafts are due on: _____

The presentation is due on: _____

This activity is worth: ____

NEEDED MATERIALS:

- outfits to model
- poster with the name of the charity and group members
- Donation Box
- Index card with neatly written description of outfit. The description must be written in full sentences.

PROCESS

1. Determine the theme of your fashion show and decide on a name for your group's fashion company.
2. Choose the outfit each member will wear (remember to include all 4 seasons!)
3. Write a rough draft of the description **of your outfit**, including accessories. Your description must include colors, fabrics, and other adjectives. Use the target Spanish vocabulary and your Spanish/English dictionary. Give your outfit description to the group member who will be introducing you.
4. Write a rough draft introduction **of the model** you will be describing (name, age, place of origin, name of clothing designer); this information can be totally fictional.
5. **Have your teacher check your rough drafts.** Make sure you turn in the final drafts immediately after your presentation.
6. The group must obtain any necessary props and create the poster for the fashion show.
7. Practice your show with your final drafts and props.
8. Present your show on the assigned date. Turn in **both** final drafts at the time of your presentation. The show may be photographed.*

Core Standards Met:

Presentational Writing: NM 12: I can write notes about something I have learned using lists, phrases, and memorized expressions.

Presentational Speaking NM 15: I can present information about familiar items in my immediate environment.

* Your teacher reserves the right to photograph your skit and use it for professional purposes.

ORAL PRESENTATION RUBRIC: “Estar de Moda”

Oral Presentation	4	3 – 3.75	2 – 2.75	1 – 1.75
Fluency	Speech continuous with few pauses or stumbling. Above proficiency expected for level of study.	Some hesitation but manages to continue and complete thoughts. At expected level of proficiency.	Speech choppy and/or with frequent pauses. Few complete thoughts. Marginal proficiency.	Halting and uneven with incomplete thoughts. Below proficiency expected for level of study.
Pronunciation	Enhances communication.	Does not interfere with communication.	Occasionally interferes with communication.	Frequently interferes with communication.
Target Vocabulary	Rich variety. Accurate use. Includes less common vocab. / expressions. No English used.	Uses variety of vocabulary or expressions. Mostly accurate. 1 or 2 English words used.	Minimal variety. Some inaccurate use. Lacks quantity. Infrequent English.	Lack of variety. Inaccurate use. Few words used. Significant use of English.
Comprehensibility	Listener was always able to understand what the speaker was trying to communicate.	Listener was able to understand what the speaker was trying to communicate most of the time. Minor grammar or sentence structure flaws do not interfere with communication.	Listener was able to understand what the speaker was trying to communicate some of the time. Grammar or sentence structure flaws sometimes interfere with communication.	Listener was able to understand little of what the speaker was trying to communicate. Comprehension was often impeded by grammar or sentence structure flaws.
			Oral Score	_____ / 16

GRADING OF THE PROJECT:

Written Descriptions:		Creativity of Fashion Show:	10
• completeness	10	Poster/Donation Box	10
• Neatness	10	Oral rubric points	16
Accuracy of written Spanish:	29	Rough Drafts turned in on time for checking by teacher	15

Project Grade earned:

Presentation Points _____

Project Points _____

Missed presentation due dates (-5 pts. per day): _____

Total pts: _____ / 100

Student Name: _____ **Date:** _____

Class: _____ **Project:** Estar de moda

SELF-EVALUATION OF PROJECT:

1. This project demonstrates my (circle one)-
- | | |
|-----------------------|------------------------|
| ◇ best work | ◇ some of my ability |
| ◇ almost my best work | ◇ little of my ability |

2. Student Contribution - Describe your contribution to:

3. Student Comments:

Student Signature: _____ Date: _____

GRADING OF THE PROJECT:

Written Descriptions:		Creativity of Fashion Show:	10
• completeness	10	Poster:	10
• Neatness	10	Oral rubric points	16
Accuracy of written Spanish:	29	Rough Draft turned in on time for checking by teacher	15

Total Points possible = 100

Missed Due dates = minus 5 pts. per day per item