



Nombre: _____

Fecha: _____ Período: _____

Español 1: Unidad 2

Tareas Domésticas y Actividades de Ocio

❖ Turn in your work with this cover page on _____

	Task	refer to textbook p. 142
A. Project Criterion C and D	Create a sales flyer advertising a cleaning company, name the company, list and explain your services, what will be done in each room of the house, and which furniture will be taken care of, logo, slogan, include images and reasonable prices for the service in Spanish . You will present and make the publicity of your company in Spanish in front of the class.	
B. Test Criterion A	 <p>Follow along with Los Quehaceres at https://www.youtube.com/watch?v=d-HGsvsRPo Find the tareas domesticas and the actividades de ocio mentioned in the video and sort them in two. Answer the 8 questions with complete sentences.</p>	
C. Quiz Criterion B	Read the letter on page 132 and answer the 4 questions using complete sentences.	
D. CW	Create a picture dictionary including 5 vocab terms from each section: Tareas domésticas, actividades de ocio, la vivienda, and muebles y objetos de la casa, for a total of 12-15 terms with images.	
E. CW	Design a humorous “How-To” sticker for 1 of the “Tareas Domésticas” or “Actividades de Ocio” showing the right way to do this activities (SÍ) and the wrong way to do activities during free time (NO).	

<i>Criteria:</i>	5pts	4pts	0-3 pts
1 Completion	Outstanding	Done	Not Done
2 Completion	Outstanding	Done	Not Done
3 Completion	Outstanding	Done	Not Done
4 Completion	Outstanding	Done	Not Done
5 Completion	Outstanding	Done	Not Done
6 Completion	Outstanding	Done	Not Done
Appearance	Pleasing to the eye. No notebook paper, chicken scratch or last-minute stick figures.	Neat, indicates effort.	Messy, appears rushed, little forethought.
Cover Page	Included, Directions followed	Included	Not included

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Instructions:

You will have points for neatness, creativity and turning your project in on time. This project is an individual project. **You will receive 4 IB grades, 2 classwork grades, 1 test grade, 1 quiz grade, and 2 project grades.** After learning the different type of housing in Puerto Rico students will share the chores and activities that can be done around the house during free time. Students must do all 4 Criteria, A, B, C, and D. Detailed instructions below.

Criterion A: Comprehending spoken and visual text (Entender el lenguaje hablado)

Students will watch and listen to a short video about chores and/or activities done around the house and then students will illustrate and label each event, and will write a complete sentence about each action.

Criterion B: Comprehending written and visual text (Entender el lenguaje escrito)

Students will read the letter on page 132 and will answer the 4 questions using complete sentences.

Criterion C: Communicating in response to spoken, written and visual text. (Poder escribir)

Students will create a sales flier advertising a cleaning company, they will name the company, list and explain your services, what will be done in each room of the house, and which furniture will be taken care of; include images and reasonable prices for the service in Spanish.

Criterion D: Using language in spoken and written form. (Poder hablar)

Students will present and make the publicity of your company in front of the class in Spanish.

Students will also take a picture of yourself doing 5 “Tareas Domésticas” and 5 doing “Actividades de Ocio”. Put all the photos on a poster explaining what you are doing in each one. (classwork)

Students will create a picture dictionary including 5 vocab terms from each section: Tareas domésticas, actividades de ocio, la vivienda, and muebles y objetos de la casa, for a total of 15 terms with images. (test)

Design a humorous “How-To” sticker for 5 of the 9 “Tareas Domésticas” showing the right way to do the chore (SÍ) and the wrong way to do the chore (NO). (quiz)

Student signature: _____ Date: _____

Teacher signature: _____ Date: _____

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Criterion A: Comprehending spoken and visual text

At the end of phase 1, students should be able to:

- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 – 2	<p>The student:</p> <ol style="list-style-type: none">i. identifies minimal basic facts, messages, main ideas and supporting details about the video of chores and activities done during free time around the house.ii. has limited awareness of basic conventions about the video of chores and activities done during free time around the house.iii. engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes, has difficulty making a personal response to the text about the video of chores and activities done during free time around the house. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3 – 4	<p>The student:</p> <ol style="list-style-type: none">i. identifies some basic facts, messages, main ideas and supporting details about the video of chores and activities done during free time around the house.ii. has some awareness of basic conventions about the video of chores and activities done during free time around the house.iii. engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text about the video of chores and activities done during free time around the house. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>
5 – 6	<p>The student:</p> <ol style="list-style-type: none">i. identifies most basic facts, messages, main ideas and supporting details about the video of chores and activities done during free time around the house.ii. has considerably awareness of basic conventions about the video of chores and activities done during free time around the house.iii. has considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text about the video of chores and activities done during free time around the house. <p>The student shows considerably understanding of the content, context and concepts of the text as a whole.</p>
7 – 8	<p>The student:</p> <ol style="list-style-type: none">i. clearly identifies basic facts, messages, main ideas and supporting details about the video of chores and activities done during free time around the house.

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	<p>ii. has excellent awareness of basic conventions about the video of chores and activities done during free time around the house.</p> <p>iii. engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text about the video of chores and activities done during free time around the house.</p> <p>The student shows thoroughly understanding of the content, context and concepts of the text as a whole.</p>
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Criterion B: Comprehending written and visual text

At the end of the phase 1, student should be able to:

- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic aspects of format and style, and author’s purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 – 2	<p>The student:</p> <ul style="list-style-type: none"> i. identifies minimal basic facts, messages, main ideas and supporting details from the letter on page 132. ii. has limited awareness of basic aspects of format and style, and author’s purpose for writing from the letter on page 132. iii. engages minimally with the written and visual text by identifying few ideas, opinions and attitudes, has difficulty making a personal response to the from the letter on page 132. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3 - 4	<p>The student:</p> <ul style="list-style-type: none"> i. identifies some basic facts, messages, main ideas and supporting details from the letter on page 132. ii. has some awareness of basic aspects of format and style, and author’s purpose for writing from the letter on page 132. iii. engages adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the from the letter on page 132. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>
5 - 6	<p>The student:</p> <ul style="list-style-type: none"> i. identifies most basic facts, messages, main ideas and supporting details from the letter on page 132. ii. has considerably awareness of basic aspects of format and style, and author’s purpose for writing from the from the letter on page 132.

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	<p>iii. has considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the from the letter on page 132.</p> <p>The student shows considerably understanding of the content, context and concepts of the text as a whole.</p>
<p>7 - 8</p>	<p>The student:</p> <p>i. clearly identifies basic facts, messages, main ideas and supporting details from the letter on page 132.</p> <p>ii. has excellent awareness of basic aspects of format and style, and author's purpose for writing from the letter on page 132.</p> <p>iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the from the letter on page 132.</p> <p>The student shows thoroughly understanding of the content, context and concepts of the text as a whole.</p>

Criterion C: Communicating in response to spoken, written and visual text

At the end of phase 1, students should be able to:

- i. respond appropriately to simple short phrases
- ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
- iii. use basic phrases to communicate ideas, feelings and information on variety of aspects of everyday topics
- iv. communicate with a sense of audience

Achievement Level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <p>i. makes limited attempt to respond to simple short phrases and basic information in spoken and/or written and/or visual text, responses are often inappropriate. Student is able to fill in 0 to 69 percent of the requirements. (name, minimum 6 chores, 6 rooms, and 10 pieces of furniture, prices for each service, room, and furniture). Students will create a sales flier advertising a cleaning company, they will name the company, list and explain your services, what will be done in each room of the house, and which furniture will be taken care of; include images and reasonable prices for the service in Spanish. The flier is messy, incomplete, not colored and/or decorated, incomplete sentences, in English.</p> <p>ii. interacts minimally in simple and rehearsed exchanges, using verbal and non-verbal language</p> <p>iii. uses minimal basic phrases to communicate ideas, feelings, and information on a limited range of aspects of everyday topics</p> <p>iv. communicates with a limited sense of audience</p>
3-4	<p>The student:</p> <p>i. responds to simple short phrases and basic information in spoken and/or written and/or visual text, though some responses may be inappropriate. Student is able to</p>

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	<p>fill in 70 to 79 percent of the requirements (name, minimum 6 chores, 6 rooms, and 10 pieces of furniture, prices for each service, room, and furniture). Students will create a sales flier advertising a cleaning company, they will name the company, list and explain your services, what will be done in each room of the house, and which furniture will be taken care of; include images and reasonable prices for the service in Spanish. The flier is somehow messy, incomplete, not colored and/or decorated, incomplete sentences, in English</p> <ul style="list-style-type: none">ii. interacts to some degree in simple and rehearsed exchanges, using verbal and non-verbal languageiii. uses some basic phrases to communicate ideas, feelings and information on a limited range of aspects of every day topicsiv. communicates with some sense of audience
5-6	<p>The student:</p> <ul style="list-style-type: none">i. responds appropriately to simple short phrases and basic information in spoken and/or written and/or visual text. Student is able to fill in 80 to 89 percent of the requirements (name, minimum 6 chores, 6 rooms, and 10 pieces of furniture, prices for each service, room, and furniture). Students will create a sales flier advertising a cleaning company, they will name the company, list and explain your services, what will be done in each room of the house, and which furniture will be taken care of; include images and reasonable prices for the service in Spanish.. The flier is nice, almost complete, colored and/or decorated, uses complete sentences, in Spanishii. interacts considerably in simple and rehearsed exchanges, using verbal and non-verbal languageiii. uses basic phrases to communicate ideas, feelings and information on some aspects of everyday topicsiv. communicates with a considerable sense of audience
7-8	<p>The student:</p> <ul style="list-style-type: none">i. responds in in detail and appropriately to simple and short phrases and basic information in spoken and/or written and/or visual text. Student is able to fill in 90 to 100 percent of the requirements (name, minimum 6 chores, 6 rooms, and 10 pieces of furniture, prices for each service, room, and furniture). Students will create a sales flier advertising a cleaning company, they will name the company, list and explain your services, what will be done in each room of the house, and which furniture will be taken care of; include images and reasonable prices for the service in Spanish. The flier is neat, completed, colored and/or decorated, uses complete sentences, in Spanishii. interacts confidently in simple and rehearsed exchanges, using verbal and non-verbal languageiii. uses basis phrases effectively to communicate ideas, feelings and information on a variety of aspects of everyday topicsiv. communicates with an excellent sense of audience

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Criterion D: Using language in spoken and written form

At the end of phase 1, students should be able to:

- i. write and/or speak using basic range of vocabulary, grammatical structures and convention; when speaking, use clear pronunciation and intonation
- ii. organize basic information and use range of basic cohesive devices
- iii. use language to suit the context

Achievement Level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. has difficulty to write/speak using a basic range of vocabulary, grammatical structure and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult. Student is not able to present without reading from their flier. Student is able to answer 0 to 69 percent of the 5 questions about the cleaning services flier in Spanish ii. organizes limited basic information, and basic cohesive devices are not use iii. makes minimal use of language to suit the context
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. writes/speaks using a basis range of vocabulary, grammatical structures and conventions, with some inappropriate choices; when speaking, uses pronunciation and intonation with some errors, some of which make understanding difficult. Student is able to present some of the project without reading from their flier. Student is able to answer 70 to 79 percent of the 5 questions about the cleaning services flier in Spanish ii. organizes some basic information and uses limited range of basic cohesive devices, not always appropriately iii. uses language to suit the context to some degree
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. writes/ speaks making good use of a basic range of vocabulary, grammatical structure and conventions, generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility. Student is able to present most of the project without reading from their flier. Student is able to answer 80 to 89 percent of the 5 questions about the cleaning services flier in Spanish ii. organizes basic information and uses a limited range of basic cohesive devices accurately iii. usually uses language to suit the context
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. writes/speaks effectively using a basic range of vocabulary, grammatical structure and conventions accurately; when speaking, uses clear pronunciation and excellent intonation, making communication easy. Student is not able to present without reading from their flier. Student is able to answer 90 to 100 percent of the 5 questions about the cleaning services flier in Spanish ii. organizes basic information clearly and uses a range of basic cohesive devices accurately iii. uses language effectively to suit the context