

**Haddonfield Memorial High School**  
**Summer Assignment Cover Sheet**

*Course:* Spanish 3

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*Teacher(s):* Ms. Trantas

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*Due Date(s):* 9/8/10

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*Grade Weight (%) of Quarter 1:* 5%

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***NJ Core***

***Curriculum Standards:***

FL.9-12.7.1.IM – All students will be able to use a World Language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

***Description of Assignment:***

Write a composition (questions about self)

***Purpose of Assignment:***

Student will familiarize themselves with assignments and expectations of Spanish III.

***Specific Expectations:***

Students will hand in a one or more page essay by the end of the first week of school. Students will be prepared to present their speech the second week of school.

***Potential Help Sources:***

Señora Trantas – [ctrants@haddonfield.k12.nj.us](mailto:ctrants@haddonfield.k12.nj.us)

[www.wordreference.com](http://www.wordreference.com)

Buen Viaje II online: <http://glenco.mcgraw-hill.com/sites/0078791405/>

# ¿Quién eres?

## *A Personal Speech and Composition Project*

### Project Rationale/Objectives:

Now that you are done with your 2<sup>nd</sup> year of Spanish, it is time to demonstrate your ability to write in the target language. The general content for the composition is given below, but there is always room to add your own creative touches. Take this opportunity to impress me. Show me the best of which you are capable.

As you begin the composition, write in Spanish. Do not write in English and then try to translate everything into Spanish. This is why major errors usually occur because it is impossible to translate some words and phrases directly (example: a student trying to write “I am fifteen years old” and incorrectly writing “soy quince” instead of “tengo quince años”).

In conjunction with the composition, you will deliver a speech about yourself to the class. The main goal of taking a foreign language is communication with others. Thus, each student will be assigned a date to give a personal speech completely in Spanish (see rubric for time requirements). Using any English will result in a loss of points. Use the material that you put in your composition as the basis for the speech. Speak in complete sentences using only the vocabulary that you have learned. If you look up a word, chances are that the rest of the class will not understand you. If there are vocabulary words you cannot recall, I suggest that you use [www.wordreference.com](http://www.wordreference.com) as a resource.

### Content for Composition and Speech:

#### 1<sup>st</sup> Paragraph: Basic introduction of yourself

- a. name, age, birthday
- b. residence (town and residence type)
- c. personality (describe yourself with adjectives)
- d. language(s) you speak (or family members speak)

#### 2<sup>nd</sup> Paragraph: Family

- a. family members (briefly describe)
- b. nationality (family background)

#### 3<sup>rd</sup> Paragraph: School

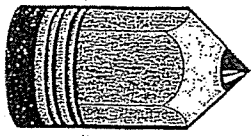
- a. name and size of school
- b. transportation you use to get to school (usually)
- c. what classes you are taking (describe)
- d. who your teachers are (describe)

#### 4<sup>th</sup> Paragraph: Clothes, Foods, Hobbies

- a. what do you generally like to wear
- b. what clothes do you never wear
- c. what are your favorite colors
- d. what are your favorite foods
- e. what foods do you eat at home / with friends
- f. what foods do you hate
- g. what are some of your hobbies
- h. what sports/activities do you participate in

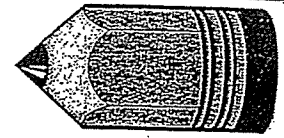
#### 5<sup>th</sup> Paragraph: About yourself

- a. describe something interesting about yourself that you have not already mentioned
- b. what did you do this summer (use *pretérito*)



# ¿Quién eres?

## Evaluation Rubric



	<i>EXCELLENT</i>	<i>ACCEPTABLE</i>	<i>NEEDS WORK</i>
<b>Content of Composition:</b>	Composition includes information for all six paragraphs as listed above. Student goes beyond basic sentences in Spanish to include adjectives and additional descriptions of required items. 25 24 23 22	Composition includes information for all six paragraphs as listed above. Student limits writing to basic sentences in Spanish; not too much additional description is included ("bare bones"). 21 19 17 15	Composition does not include information for all six paragraphs as listed above. Student limits writing to basic sentences in Spanish; composition is incomplete with no "extras." 14 12 10 8 6 4 2 0
<b>Mechanics of Composition:</b>	Composition demonstrates superior editing for Spanish grammar, spelling, word usage, and accent marks. Essay has minimal errors. 25 24 23 22	Composition demonstrates adequate editing for Spanish grammar, spelling, word usage, and accent marks. Several errors remain. 21 19 17 15	Composition demonstrates poor editing for Spanish grammar, spelling, word usage, and accent marks. Essay contains vast numbers of errors. 14 12 10 8 6 4 2 0
<b>Form of Composition:</b>	Composition is neatly typed using standard fonts; it is turned in with a cover or stapled neatly. 10 9	Composition is written neatly in black or blue ink; it is turned in with a cover or stapled neatly. 8 7 6	Composition is written sloppily using pencil; it is turned in with neither cover nor stapled neatly. 5 4 3 2 1 0
<b>Content of Speech:</b>	Speech includes information from all six required paragraphs: basic info clothes family foods school bonus info Student goes beyond basic sentences in Spanish to include adjectives and additional descriptions of required items. 25 24 23 22	Speech includes information from 4 or 5 required paragraphs: basic info clothes family foods school bonus info Student limits speech to basic sentences in Spanish; not too much additional description is included ("bare bones"). 21 19 17 15	Speech includes information from 1 to 3 required paragraphs: basic info clothes family foods school bonus info Student limits speech to basic or broken sentences in Spanish; speech is incomplete with no "extras." 14 12 10 8 6 4 2 0
<b>Presentation Technique &amp; Communication of Ideas:</b>	Student knows the information,  Speech is delivered clearly to class in Spanish; excellent pronunciation and poise. 25 24 23 22	Student knows some information,  Speech is delivered somewhat clearly to class in Spanish; minor errors in pronunciation and average poise. 21 19 17 15	Student does not know information,  Speech is difficult to understand in its delivery; several pronunciation errors & weak poise. 14 12 10 8 6 4 2 0
<b>Speech Deadline Timing, &amp; Pace:</b>	Speech is ready on assigned date. Student speaks for 2+ minutes minimum with steady pacing (no major pauses). 20 19 18	Speech is ready on assigned date. Student speaks for one to two minutes with fairly steady pacing (small minor pauses). 17 16 15 14 13 12	Speech is not ready on assigned date. Student speaks less than one minute with major pauses in pacing. 10 8 6 4 2 0