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CONTRASEÑA

Proyectos and Social Learning

The **Proyectos** in *Contraseña* make it easy for instructors to implement social pedagogies by providing an authentic mechanism for interaction and collaboration.

Oral and written unit-culminating **proyectos** offer students the opportunity to use Spanish creatively and meaningfully to see the connection between learning and using it in their everyday lives. Each **proyecto** is designed to showcase what a student can do with the language rather than worrying about being penalized for what they can't do. In this way, the **proyectos** can replace traditional forms of assessment (quizzes, exams, and so on) and become encouraging milestones to celebrate.

The **proyectos** include tools for creating or uploading original content, archiving and making completed proyectos visible to all students enrolled in the class. Students can comment on each **proyecto**. Students use their developing Spanish language skills to build community, learn from each other, and explore the vital role of both the Spanish language and Hispanic cultures in today's world.

STEP 1. Preparar

Task-based approaches and careful scaffolding focus students on accomplishing the goals set out in each project.

Paso 1. Review the text *Los horarios de Ana y David* in the ADDITIONAL MATERIALS tab that appears at the bottom of the page and jot down words, expressions or aspects of the organization that you would like to use in your version.

á 0 / 10000 Word Limit










Paso 2. Review the vocabulary from this unit, and brainstorm a list of at least 10 verbs that you'll need to describe your weekly activities. Remember to use the dictionary searching skills from *Estrategia de Producción* to look up words you don't know.

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STEP 2. Publicar

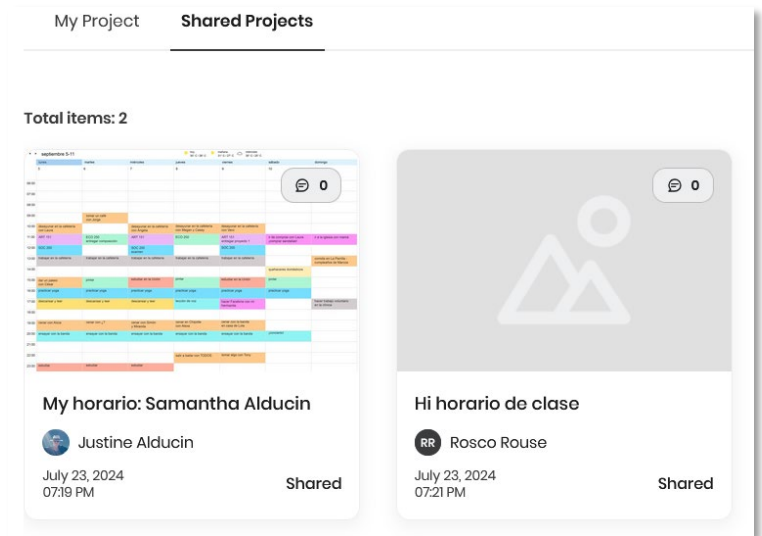
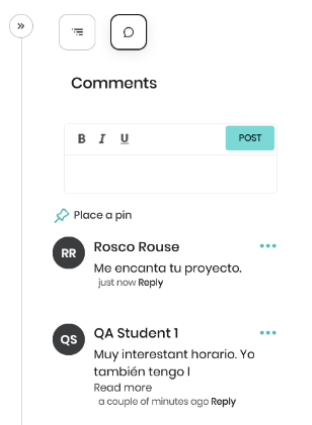
Proyecto activities include tools for creating or uploading original content and publishing it so that it can be seen by all students enrolled in the class. Step-by-step directions and an evaluation rubric ensure focus and success.

Add Content Exit

 Audio	 Document/Word	 Image	 PDF
 Presentation/PPT	 Spreadsheet/Excel	 Text/HTML	 Video
 Woblink			
<input type="button" value="Cancel"/>			

STEP 3. Comentar

Students are the audience for each other's work, and their learning and assessment continues as they comment on each other's oral and written projects. Completed projects are displayed, labeled, and time stamped. Research shows that students are more motivated to produce high quality products when they're creating them for an audience beyond their instructor.



STEP 4. Reflexionar

The more learners are engaged in their own learning process, the more intrinsically motivated they become. Students are encouraged to reflect honestly on their progress at the end of every unit through a series of Can-Do statements based on the learning objectives in that unit.

Proyecto 3-5 Reflexión. Now that you have completed Unit 3, reflect on your learning. Answer the questions below.

Paso 1. Select the learning objective(s) from the unit that you feel the most confident about. Select all that apply.

- Objective 1:** Apply skills for effective dictionary use while reading.
- Objective 2:** Identify basic information in a weekly calendar and an exchange between friends.
- Objective 3:** Discuss daily and weekly activities.
- Objective 4:** Tell time.
- Objective 5:** Discuss plans and obligations.
- Objective 6:** Explore and compare daily routines in the Spanish-speaking world and the United States.
- Objective 7:** Spell words with the letter **h**; Apply skills for effective dictionary use while writing.
- Objective 8:** Create your weekly calendar and summarize your own schedule.

Rubrics and Instructor Grading Panel

Contraseña offers rubrics that tie to the learning objectives in each unit with detailed rubrics that define expected performance levels, by category, for every proyecto. Both sets of rubrics are embedded within the Publicar page of the proyecto, making them aware of all expectations related to the assessment task, and helping them to evaluate their own work as they progress.

Users of **Contraseña** praise the rubrics for ensuring the application of consistent standards, promoting objectivity and fairness in grading, and making the grading process enjoyable and efficient!

All grades entered in the Grading Panel Rubric transfer automatically to the course gradebook.

Criterion	Points 100	Exceeds expectations	Meet expectations (Strong)	Meet expectations (Minimal)	Doesn't meet expectations
Project is complete and contains all the required elements.	10	(10) Project includes all components indicated in the instructions. Project is extremely well developed with abundant details about the meal are included.	(9-8) Project includes most components indicated in the instructions. Project is mostly well developed with several details about the meal are included.	(7-6) Project is missing some components and/or doesn't fully meet the requirements indicated in the instructions. Some or few specific details about the meal are included.	(5-0) Project excludes essential components and/or doesn't address the requirements indicated in the instructions.
Discourse markers and fillers are used to avoid English and to sound more natural.	10	(10) Appropriate discourse markers are used fluently to maintain a natural flow of speech and to avoid use of English. No long pauses to think what to say next.	(9-8) Appropriate discourse markers are used fluently to maintain a natural flow of speech and to avoid use of English. Few long pauses to think what to say next.	(7-6) Some or a few appropriate discourse markers are used fluently to maintain a natural flow of speech and to avoid use of English. Some long pauses to think what to say next.	(6-0) Very few to none appropriate discourse markers are used fluently to maintain a natural flow of speech. Many long pauses to think what to say next. Student resorts to English.
Words with letters <i>b, d, g,</i> and <i>v</i> are pronounced appropriately.	10	(10) All <i>b, d, g,</i> and <i>v</i> sounds are pronounced naturally. Student makes a strong effort to follow general Spanish rules of pronunciation.	(9-8) Most <i>b, d, g,</i> and <i>v</i> sounds are pronounced quite naturally. Student makes an effort to follow general Spanish rules of pronunciation. A few mispronounced sounds but they rarely impede comprehensibility.	(7-6) Several <i>b, d, g,</i> and <i>v</i> sounds are mispronounced and need attention. Student makes some effort to follow general Spanish rules of pronunciation. Speech is comprehensible most times.	(6-0) Most to all <i>b, d, g,</i> and <i>v</i> sounds are mispronounced and need attention. Speech is mostly incomprehensible.
Active unit vocabulary items are included and appropriately used.	30	(30-24) A variety of vocabulary words from this and previous <i>Contraseña</i> units is used to give the reader a vivid picture about the topic.	(24-22) A variety of vocabulary words from the relevant unit is used to appropriately describe the topic. Very few errors that do not impede communication.	(22-19) A limited number of vocabulary words from the relevant units is used and/or has errors. The project would have been stronger if the student had more accurate command of the relevant vocabulary.	(19-0) Few to none of the relevant vocabulary words are used, often with incorrect translations, or English words. The student doesn't have the vocabulary resources necessary to complete the task.
Verbs like <i>gustar</i> are used appropriately.	20	(20-18) Abundant samples of the target grammar are included and they are all used accurately and appropriately. Grammar includes very few errors for the level. Attempt to use wide range of uses and/or forms of the target verbs.	(18-17) Several samples of the target grammar are included and they are used accurately and appropriately most times. There are a few errors, but these errors aren't consistent and don't greatly impede comprehensibility.	(17-16) Some samples of the target grammar are included and/or they are used accurately and appropriately sometimes. These errors sometimes impede comprehensibility.	(16-0) Insufficient or incorrect samples of the target grammar are included. Student shows lack of control. These errors may cause significant portions of the project to be incomprehensible.

Unit Inputs and Final Projects

UNIT	INPUT(TEXTO)		PROYECTO
1	Reading	Two online profiles with visual support	<p>Original: Create a description of yourself.</p> <p>Enfocado A: Create an infographic about yourself.</p> <p>Enfocado B: Create an oral poem about yourself.</p> <p>En mi comunidad: Create an infographic about an important person in your community.</p>
2	Video	Three sample introductions	<p>Original: Interview a Spanish speaker.</p> <p>Enfocado A: Create a Q & A piece for a local newspaper about an important person.</p> <p>Enfocado B: Record questions for a podcast interview.</p> <p>En mi comunidad: Interview someone who is learning Spanish.</p>
3	Reading	Daily planner and text message thread	<p>Original: Interview a Spanish speaker.</p> <p>Enfocado A: Create a Q & A piece for a local newspaper about an important person.</p> <p>Enfocado B: Record questions for a podcast interview.</p> <p>En mi comunidad: Interview someone who is learning Spanish.</p>
4	Video	Campus selfie tour	<p>Original: Create a video describing your favorite places on campus and/or where you live and study.</p> <p>Enfocado A: Create a written guide for incoming students about campus life and experiences.</p> <p>Enfocado B: Create a video about what you like and dislike about your university.</p> <p>En mi comunidad: Create a video about what makes you feel like a part of a community on or around your campus.</p>
5	Reading	Award nomination letter and email	<p>Original: Write a nomination letter about someone you admire.</p> <p>Enfocado A: Create an infographic about what defines a hero.</p> <p>Enfocado B: Create a video entry for a contest for the most admirable person of the year.</p> <p>En mi comunidad: Create promotional materials describing a nonprofit in your community.</p>
6	Audio	Description of family, with visual support delivered via carousel	<p>Original: Describe your own family.</p> <p>Enfocado A: Create a poem of affection to someone close to you.</p> <p>Enfocado B: Create an audio recording for a podcast about a family conflict.</p> <p>En mi comunidad: Create a two-minute video reflecting on how family dynamics and/or gendered family roles are presented and interpreted in popular culture.</p>
7	Reading	Campus student organization e-newsletter, with visual support delivered via carousel	<p>Original: Create an ad for a club dedicated to fitness and sports.</p> <p>Enfocado A: Write a summary about a sport of physical activity.</p> <p>Enfocado B: Create a video describing an activity that supports mental wellbeing.</p> <p>En mi comunidad: Create an infographic to promote participation in a local activity that centers in physical, mental or emotional wellbeing.</p>
8	Video	Promotional ad for meal-kit delivery service to your home	<p>Original: Describe a meal you made or ate.</p> <p>Enfocado A: Create a video where you describe an elaborate meal you prepared for someone special.</p> <p>Enfocado B: Write a restaurant recommendation for a local restaurant.</p> <p>En mi comunidad: Create a video food tour of your community.</p>
9	Reading	University health care center infographic on good health and well being	<p>Original: Create an infographic advocating for an aspect of mental or physical well-being.</p> <p>Enfocado A: Create a meme with a recommendation about a healthy practice.</p> <p>Enfocado B: Create a video to discuss your ideal morning or evening routine.</p> <p>En mi comunidad: Create a comic strip that discusses a health and wellness challenge in your local community.</p>
10	Audio	Career center ad, with visual support delivered via carousel	<p>Original: Create an ad describing a profession.</p> <p>Enfocado A: Write a summary of the pros and cons of a desired future profession about yourself or someone you know.</p> <p>Enfocado B: Record a voicemail talking about your qualifications and experience and what</p>

			<p>you would contribute to a new position.</p> <p>En mi comunidad: Interview someone in a profession that interests you.</p>
11	Reading	Online clothing service style survey, with visual support delivered via carousel	<p>Original: Create a style guide based on someone's preferences.</p> <p>Enfocado A: Describe your personal style and how your choices reflect your group affiliations.</p> <p>Enfocado B: Make a video recommending a new style trend.</p> <p>En mi comunidad: Write a recommendation describing the dress code for a specific space or activity.</p>
12	Video	An episode of an audio blog on ecotourism in Mexico	<p>Original: Create a video about your favorite ecotourism destination.</p> <p>Enfocado A: Make a brochure about a protected space that promotes ecotourism.</p> <p>Enfocado B: Make a video, examining your ecological footprint.</p> <p>En mi comunidad: Make a video to promote the importance of preserving open spaces.</p>
13	Reading	An excerpt from a graphic novel about immigration, self-discovery and cultural heritage	<p>Original: Create your own ending to <i>Finita's</i> story.</p> <p>Enfocado A: Write a reflective essay describing the symbol of migration including what it represents and why.</p> <p>Enfocado B: Make a video telling a story about how migration has impacted you or your family.</p> <p>En mi comunidad: write a letter to welcome a new person to your community.</p>
14	Reading & Video	Promotional video Celebrating 60 years of the Museo de Arte Moderno de Buenos Aires	<p>Original: Narrate a timeline explaining the historical setting of a work of art.</p> <p>Enfocado A: Write a description of a dream and what happened in that surreal scene.</p> <p>Enfocado B: Make a video describing the highlights of a new exhibition all about you.</p> <p>En mi comunidad: Make a video tour of art in your community.</p>
15	Reading & Audio	Monterroso's short story, "Eclipse," with visual and aural support delivered via carousel	<p>Original: Write a short story exploring the reinterpretation of a historical event.</p> <p>Enfocado A: Make a video summarizing what is reinterpretation and why it is relevant.</p> <p>Enfocado B: Create an infographic summarizing an existing interpretation and reflecting on its reinterpretation.</p> <p>En mi comunidad: Create a public information campaign to counter a commonly held belief in your community and/or the US about issues surrounding Spanish-speaking communities.</p>
16	Video	Short film from Spain: Yo tb tq	<p>Original: Create a dialogue that can lead to misinterpretation.</p> <p>Enfocado A: Create a guide for helping students use specific expressions.</p> <p>Enfocado B: Create a video explaining how to use and interpret emojis or gifs that you use to add meaning to your messages.</p> <p>En mi comunidad: Create a video with possible solutions to a common conflict or misunderstanding.</p>
17	Reading & Video	BBC article about how Mexicans see themselves, with video and visual support delivered via carousel	<p>Original: Create a video about your identity and an analysis of a stereotype you have experienced.</p> <p>Enfocado A: Write a summary reflecting on how Spanish speaking culture is represented in popular culture.</p> <p>Enfocado B: Create a video about a time when you changed your mind.</p> <p>En mi comunidad: Create a video interviewing a classmate in Spanish about their experience with stereotypes in their communities and write a reflection about your experiences with stereotypes.</p>
18	Reading & Audio	Spoken-word poem by Nuyorican poet J.F. Seary, with text support	<p>Original: Read aloud and analyze a poem that expresses an aspect of the poet's cultural identity.</p> <p>Enfocado A: Create an infographic that represents aspects of your cultural identity.</p> <p>Enfocado B: Create a video reflecting on how learning Spanish has changed you in some way.</p> <p>En mi comunidad: Write, perform and reflect on a poem about your community.</p>
19	Reading	<i>Viaje a la universidad</i> (fragmento) de Francisco Jiménez	<p>Original: Retell an anecdote about a life-changing experience and write a summary.</p> <p>Enfocado A: Retell a story about your first days at the university.</p> <p>Enfocado B: Create a video tell a story about a transformative event in the Spanish-speaking world.</p> <p>En mi comunidad: Retell a story and write a summary about a transformative and historical experience.</p>
20	Video	Aarón Escudero: ser gitano e influencer, así se derriban estereotipos	<p>Original: Describe an influencer and write a report about the role of influencers in your culture.</p> <p>Enfocado A: Write a letter to request sponsorship to promote a new product.</p> <p>Enfocado B: Create a video promoting a new product.</p> <p>En mi comunidad: Create a video about the social responsibility of influencers and write a report</p>

			about the pros and cons of virtual communities.
21	Reading	La leyenda de la yerba mate	<p>Original: Describe a multi-step event and write a short story about a custom and/or tradition in the Hispanic world.</p> <p>Enfocado A: Write a summary proposing modifications to a tradition you celebrate.</p> <p>Enfocado B: Create a video about a tradition that you celebrate.</p> <p>En mi comunidad: Create a video describing a tradition celebrated in your community and write a story about a tradition in the Hispanic world.</p>
22	Video	¿Qué es la flexibilidad laboral? Una charla entre Jaime García Cantero, director de contenidos de la sección <i>El País Retina</i> , y Alejandra Martínez, una experta en flexibilidad laboral.	<p>Original: Express a viewpoint with supporting ideas and write an essay about telecommuting.</p> <p>Enfocado A: Create an infographic comparing workplace norms in the US and a Spanish-speaking country.</p> <p>Enfocado B: Create a video about what you learned from the COVID-19 pandemic.</p> <p>En mi comunidad: Create a video presenting your viewpoint on jobs in your community and write an essay about how telecommuting can change the world.</p>
23	Reading	El grafiti para combatir la injusticia social	<p>Original: Critique a work of art and write a review</p> <p>Enfocado A: Present a work of art.</p> <p>Enfocado B: Create a video describing street art in the Spanish-speaking world.</p> <p>En mi comunidad: Create a video critiquing a work of art and write a review of street art.</p>
24	Video	¿Puede la cocina cambiar el mundo? Una charla TED presentada por el famoso cocinero peruano Gastón Acurio en Nueva York.	<p>Original: Make a persuasive presentation about a food security problem and write a persuasive essay about sustainable solutions to address it.</p> <p>Enfocado A: Create an infographic about a food's origin, history and use.</p> <p>Enfocado B: Create a video promoting a sustainable practice related to food.</p> <p>En mi comunidad: Create a video regarding food security and write an essay promoting solutions for sustainable food practices.</p>

Exploración cultural sections include additional CI: a short narrative and quotes from four cultural correspondents from different countries.