|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds | Above Average | Average | Does not Meet |
| **Preparedness**  **Speaking/Performing Presence**  **(30 points)** | Excellent performance and outstanding preparation evident. Student could not have done better.  Confident and engaging. Facial expression and body language are great. Engages audience consistently.  Student could not have done better.  **(28-30 points)** | Good performance. A little more practice needed.  Confident and engaging. OK/Good facial expression and body language.  Engages audience consistently.  **(24-27 points)** | Some difficulty with performance, which could have been avoided with more practice.  Somewhat confident. Body language and facial expressions appropriate, but inconsistent. Audience engagement also inconsistent.  **(21-23 points)** | Obvious performance issues due to a lack of practice.  Unprepared. Little to no audience engagement.  **(15-18 points)** |
| **Topic Overview**  **(English - memorized)**  **(10 points)** | Gave a thorough and appropriate over-view of the topic that showed excellent knowledge and understanding of the topic.  **(10 points)** | Gave an overview of the topic, but may have left off a few important details. Students show good understanding of the topic.  **(8 points)** | Gave an overview, but the information was limited or vague. Left off several important details or seems like we gave minimal effort on this portion. Shows minimal advanced preparation.  **(6 points)** | Seems like the information “came off the top of your head” and was not prepared in advance. Information is given “off the cuff”.  **(4 points)**  Did not include an overview or the information given showed minimal or no research.  **(0 points)** |
| **Performance Goal,**  **Length/Timing**  **(determined on an individual basis)**  **(10 points)** | The goal of my performance is completely evident and its relation to the Hispanic culture is 100% evident.  I completed my assignment at the specifications my teacher and I discussed.  **10 points** |  |  | My performance goal is questionable and has little to no relation to the Hispanic culture.  I made adjustments to my presentation length without approval from my teacher.  **0 points** |

Presentational topics / Performance without approval from their teacher will receive a 0.

Group members will be graded on an individual performance basis. **All group members should participate in the topic overview.**

**Honors Spanish 2 Cultural Talent or Skill Demonstration**

Students will present a talent or skill of their choice.

Students may choose any talent/skill that relates to the Spanish Culture.

**Just a few examples:**

memorize poetry or dramatic monologue by a Spanish writer

sing (in Spanish) live for the class

play an instrument (live or recorded, depending on the instrument)

form a musical ensemble and perform for the class

choreograph a traditional dance routine and perform for the class

Learn a traditional weaving method and create a garment

**Students are only limited by their own imagination and creativity. The options are limitless.**

Some pointers:

Think about your own interests and skills. Research how that relates to the Spanish-Speaking culture and how can you incorporate that skill into something to demonstrate to the class.

**Important Dates:**

* The talent show will be on Friday, May 10. All students will present in class, that day, regardless of preparedness. Unexcused absences on this date will result in a 0 on the presentation.
* Topic Approval – Must be done with your teacher by the end of class these days:
  + Preliminary Topic Idea Discussion – April 12
  + Deadline to Change Topic / Finalize Performance Piece – Friday, April 26

\*After Friday, April 26, all topics, content and performance details are firm. No changes can be made for any reason.

**Topic Overview –** As part of the assignment, students will give an overview of their performance topic, in English, to introduce their performance. The overview should include a detailed history and significant information to solidify the relation of the topic to the Spanish culture. \*\* **ALL group members should participate in the topic overview and the information should be memorized.\*\***

**Standards addressed with this presentation:**

MLII.P2

The students present rehearsed and unrehearsed material in the target language, such as skits, poems, short narratives, and songs.

MLII.CU1

The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated.

1. Participate in real or simulated cultural events.

MLII.CCC5 and MLVII.CCC4

The students develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.