

El sabor latino en la dieta americana



Hola students! after learning about latin food and its influence in the american diet, it is time that you put everything that you have learned in practice and show us how to prepare a dish. Una comida regional de un país hispanohablante o una comida americana con sabor latino.

Presentation

You must present:

- **An ingredient list (present each ingredient)**
- **Procedure (including measurements and what to do with each item)**
- **Any other info pertinent to the recipe (cooking times, etc.)**
- **A final product (let us know what you made, using props, actual food)**
- **5 minutes (minimum)**

In groups of 2 or individually, find a recipe (must be approved by the teacher). You will then read the recipe and figure out what ingredientes and process of the dish will be. When you have finished, you will create a presentation resembling a food network cooking show (with props) in order to demonstrate the process of making your dish. Create, write, and film your own cooking show. The show must be in Spanish & must be on a DVD or it may be digital format (talk to teacher first!). Grading requirements will be different depending on the difficulty of the recipe chosen and level of Spanish. If you choose to work with a partner, you are responsible as a group to get the project done outside of school.

You must use food vocabulary, verbs that relate to cooking such as (agregar, hervir, revolver) and transition words to plan your presentation. You must turn in one script per group.

No Google translate!

Due Dates:

1. Recipe chosen: _____
2. Recipe typed in Spanish: _____
3. Rough draft of visual aid or/and script: _____
4. Final version of visual aid, recipe, and script: _____
5. Video Presentation - Video in DVD or digital form: _____

Missing due dates could result in receiving a ZERO for the entire project. BE RESPONSIBLE for you and your partner! Remember that this is a Summative Assessment!

If your printer breaks – email it to: campuzanoa@corralesis.org No Excuses!

Dish: Names:	Exceeds Expectations (5)	Meets Expectations (4.5)	Approaches Expectations (4)	Below Expectations(3.5-3)
Task: How well do I complete the task?	Includes all information and adds additional commentary.	Includes all necessary information, with sufficient detail.	Includes nearly all steps or lacking essential detail.	Missing several important steps. Lack of detail.
Comprehensible: How well do others understand me? Pronunciation	Message is clear. Great pronunciation.	Message is clear. Typical pronunciation.	Message unclear in parts. Several pronunciation mistakes.	Message unclear in several parts. Pronunciation not clear.
Vocabulary Use: How extensive and applicable is my vocabulary?	Variety of vocabulary incorporated. Incorporates past vocal into context.	Accurate vocabulary to complete the task.	Limited or repetitive vocabulary or structures.	Not enough language produced. Native language interferes.
Language Control Fluency/ Communication Strategies How accurate is my language?	Appropriate grammar structures used correctly. Few/minor grammar errors. No unnatural pausing.	Uses grammatical structure appropriate to task. Do not interfere. Limited pausing.	Some grammatical structure used, but not correctly. Pausing on regular basis.	Major mistakes in grammatical structure. Errors interfere with meaning. Significant pausing.

20 - A+

16-17 B

12-13 D

18-19 - A

14-15 C