**Día de los Muertos – Un altar especial**

If you had to create a **Día de los Muertos altar** for a deceased public figure / famous person / historical figure, who would it be? Why did you choose this person? What would you include on the altar & why?

Present **with** **visual support**. Be prepared to speak for approx. 1 – 2 minutes.

***Tell us****.* ***Don’t read to us!***

Let’s keep the audience members on their toes! 

**ALSO prepare 2 – 3 questions** related to your presentation for your classmates to answer.

 And now it’s your turn to be put on the hot seat! 

**Be prepared to answer some questions from your audience.**

 **Audience members**, be prepared to ask and answer some questions. 

<http://tucson.com/app/images/flash/dayofthedead>

**Un altar para los Días de los Muertos** Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hora: \_\_\_\_\_\_\_

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| **0** | **1** | **2 Beginning** | **3 Developing** | **4 Proficient** | **5 Accomplished** | **6 Exemplary** |
| Student does not reach a standard described by any of the descriptors listed. | Message is unclear, incomplete, inappropriate, or too short to evaluate. Virtually no understanding of basics is demonstrated | Message is unclear, incomplete, and punctuated by hesitation. | Message may be unclear, incomplete, and punctuated by hesitation. | Message is understandable; includes some detail. | Message is mainly clear and well-developed with relevant and appropriate details. | Message is clear and well-developed with relevant and appropriate details |
| Uses language in a very basic manner; may speak infrequently and briefly | Uses language in a very basic manner on topic provided | Uses language accurately and effectively overall, on topic provided | Uses language fluently, accurately, and effectively on topic provided | Uses language fluently, accurately, and effectively on topic provided |
| Seldom uses appropriate vocabulary, pronunciation and intonation to express meaning | May use appropriate vocabulary, pronunciation and intonation to express meaning | May use appropriate vocabulary, pronunciation and intonation to express meaning; hesitations may interfere with fluency and ease of speech | Uses precise vocabulary, pronunciation and intonation to express meaning; hesitations do not interfere with fluency and ease of speech | Uses precise vocabulary, pronunciation and intonation to express meaning showing fluency and ease of speech (language flows easily) |
| Uses simple structures and often repeats simple patterns; may use English words and phrases | Uses simple basic structures and language; repetitive AND/OR structures used are difficult to understand | Uses basic structures and language overall AND/OR complex structures used are not easily understood | May attempt complex structures and language to make meaning precise, structures are understandable | Attempts complex structures and language to make meaning precise, structures are easily understood |
| Errors prevent communication | Errors in word choice, idiom, tense, and structure disrupt communication | May include errors in word choice, idiom, tense, and structure that weaken but do not prevent communication | Controls grammar well; errors seldom interfere with understanding | Controls grammar well; errors virtually never interfere with communication |
| Has difficulty speaking without relying on notes | Some reliance on notes | Minimal reliance on notes | Little to no reliance on notes | No reliance on notes |
| Minimal use of visuals | Some use of visuals which may not always effectively aid communication | Some use of visuals to aid communication | Active use of visuals; visuals aid communication | Active use of visuals throughout; visuals aid and enhance communication |