

Spanish POL: Getting to know your classmates

EKS #2: Presentation

Interview 2 classmates, from any class period, about their preferences and use *gustar* and similar verbs (*encantar, interesar, molestar, importar*) to describe those preferences. You will compare your classmate's preferences with another classmate's using *también* (also) and *pero* (but).

Presentation requirements

- ☐ Introduce the classmates that you interviewed.
 - ☐ "Hoy les voy a presentar a mi compañero/as [nombre]. Vamos a hablar sobre sus intereses.
 - ☐ Share a fun fact about each of your classmates.
- ☐ Use your notes to describe **5 things that your** classmate **likes or enjoys**.
 - ☐ Include a variety of topics: hobbies, food, music, school subjects, etc.
 - ☐ Use other verbs than "gustar"
- ☐ Describe **2 things** your classmate **dislikes or finds uninteresting**.
- ☐ **Do the same for both classmates**
- ☐ Describe **4 comparisons** showing how each of their preferences are similar or different from each other, use *también* (also) or *pero* (but).
- ☐ Example Sentences:
 - ☐ *A mi compañero/a le gusta el fútbol, pero a mi compañero/a no le interesan los deportes.*
 - ☐ *A mi compañero/a le encanta la música, y a mi compañero/a también le encanta.*
- ☐ Create a slides/Canva presentation that includes the information you gathered from above.
- ☐ Visuals (drawings, photos, or icons) to represent their preferences.
- ☐ Speak clearly in Spanish, using complete sentences with *gustar* and similar verbs.
- ☐ Minimal text should be on your slides/Canva
- ☐ You may have one notecard to help with your presentation, not for you to read from.



English 9 Presentations of Learning

2024-2025 Semester 1

Create a presentation that demonstrates your understanding of symbolism, poetic devices, indirect characterization, and plot and character development by writing, analyzing, and presenting a poem that shows what happens after the elevator doors open at the Lobby.

Your presentation will be assessed using the following EKSs

EKS 3 Formatting and Organization	<ul style="list-style-type: none">Poem is formatted in free verse stylePoem uses Jason Reynolds's style and formatting as inspiration
EKS 5 Evidence	<ul style="list-style-type: none">Presented demonstrates understanding of identified devices, characterization, symbols, and definitions of each term
EKS 6 Commentary	<ul style="list-style-type: none">Presenter makes clear and substantial commentary between identified devices, characterization, and symbol examples and a deeper level connection with the plot and characters
EKS 7 Reading Analysis	<ul style="list-style-type: none">Accurately identifies, interprets, and explains poetic devices, indirect characterization, and symbolism
EKS 8 Speaking and Listening	<ul style="list-style-type: none">Presentation slides are clear and easily understoodSpeaker presents clearly, making good eye contact

Your presentation should contain the following:

- ☐ The poem you created in the style of Jason Reynolds on your Elevator Notes project
 - ☐ 2 examples of poetic devices (see poetic device notes for options)
 - ☐ 2 examples of indirect characterization (see STEAL notes for examples)
 - ☐ 1 example of symbolism (see symbolism notes for examples)
- ☐ Identify each of the above examples in your poem
- ☐ Explain each of the above examples by proving that it is what you say it is
 - ☐ Poetic Devices: explain how your example fits the definition of the poetic device
 - ☐ Indirect characterization: explain the type and your interpretation of the indirect characterization
 - ☐ Symbolism: explain the literal and figurative, deeper meaning of the symbol
- ☐ Make connections between the examples in your poem and the plot and/or characters in the story.
 - ☐ How do your examples of poetic devices, indirect characterization, and symbolism help the reader to understand the plot or characters at a deeper level?