Revised Spanish 3H Cultural Exploration/Global Competency Project 2015-2016

Sra. Hoffman

*Adapted from Dra. Morse*

**What is global competency?**

According to the National Education Association global competence “refers to the acquisition of in-depth knowledge and understanding of international issues, an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds, proficiency in a foreign language, and skills to function productively in an interdependent world community.”

**Objective of this project:**

Through research, application and reflection of the tasks outlined in this project you will develop an understanding of international issues and explore the ways in which culture influences identities and worldviews. My hope is that you will use Spanish beyond the classroom and gain a deeper appreciation of multiculturalism so that you may apply what you learn and become a more responsible and empathetic citizen in our global society.

**PRESENTATION DATES:**

**Quarter 1- October 15, 2015 AND October 22, 2015**

**Quarter 2- December 10, 2015 AND January 7, 2016**

**Quarter 3- March 10, 2016 AND April 5, 2016**

**ALL COMPOSITIONS ARE DUE THE FIRST PRESENTATION DATE OF EACH QUARTER**

**\*5 points will be deducted from the overall grade for each day the project is late. \***

**Instructions:** Select three cultural activities to complete throughout the year. Each project will have a (a)written portion (reflection paper) as well as a (b) presentational portion.

(a) The reflection paper must contain:

* A **heading** with your name, date, class period, and a title (single spaced)
* An **introduction** paragraph stating your cultural exploration topic, what you will be discussing in your essay and a reflection statement about the experience and the importance of understanding this topic.
* A **body paragraph** in which you provide a brief summary/description of your activity

(ex. *Cooking project*- state the steps and ingredients, *movie project*- brief summary, *musical analysis*- describe the message of the song and cite a few lines from the song to support your ideas, *poetry analysis-* describe the message of the poem and cite a few lines from the poem to support your idea, *story analysis*- brief summary )

* Another **body paragraph** in which you identify the global theme from the list related to this activity. Support your idea with evidence from the text, movie, lyrics etc. You may want to provide cultural information/facts that you learned from this activity and how they related to the theme as well. Explain how your topic relates to culture in terms of products, practices and perspectives.
* Another **body paragraph** comparing aspects of this theme with your own culture/community.
* A **conclusion** in which you provide final thoughts on your experience and in which you demonstrate cultural empathy, no judgment and multicultural appreciation.

***Empathy-*** *The power or ability to identify with another's feelings, thoughts, etc., as if they were one's own. (www.wordreference.com)*

* **Works Cited** page (MLA format) (Obras Citadas) 2-3 different resources

Requirements:

5 paragraphs

4-6 different transitional words from the list (they must be underlined or highlighted)

Varied grammar & extensive vocabulary

Size 12 font, double-spaced (2.5 pages maximum)

(b) The presentational portion:

Prepare a **3 minute** presentation to teach the class about what you learned. The format of the presentations will vary based on the activity you choose. Mention the information you wrote about in your reflection paper. Power Point/Prezi Presentations must not exceed 12 slides. The presentation must be done entirely in Spanish. Remember to maintain excellent eye contact and to speak clearly.

**Transitional Words**

**(You must include at least 4 of these & underline or highlight them in your essay)**

|  |  |
| --- | --- |
| **Spanish** | **English** |
| De hecho | In fact |
| Además | Additionally |
| Sin embargo | However |
| Aunque | Although |
| Semejantemente | Similarly |
| Al contrario | On the contrary |
| A diferencia de | Differently |
| Por otra parte | On the other hand |
| Así que | So (therefore) |
| Ya que | Since |
| Por ejemplo | For example |
| Entre ellos/ellas figura | Among them figure |
| Como | Like, such as |
| Como resultado | As a result |
| Por esta razón | For this reason |
| Para resumir | To summarize |
| Para concluir | To conclude |
| Por fin | Finally |
| Es evidente que | It is evident that |

**Global Themes: Make sure to connect your project with at least one of the themes**

*http://media.collegeboard.com/digitalServices/pdf/ap/11b\_3435\_AP\_SpanLang\_CF\_WEB\_110930.pdf*

**Options:**

**Option 1a:** Watch a movie, documentary or television program about a Spanish-speaking country, city or event. It may be in English. Create a PowerPoint presentation to teach the class what you learned.

**Option 1b:** Watch a Spanish soap opera for at least a weekon Telemundo or Univision. Create a PowerPoint presentation to teach the class about the plot, the actors, the setting etc. and how it reflects society (or) recreate a scene with 2-3 other students in Spanish 3H and show your 4-5 minute video to class.

**Option 2:** Read a book, article or watch a movie about an influential/famous Hispanic and explain their contribution to the world. You must dress up as this person and impersonate him/her in front of the class. Your presentation should be in the “yo” form because you are speaking as if you are the person. See the list of recommended people (pg. 7).

**Option 3:** Watch a foreign film with subtitles and choose a scene that stands out to you. Either dub the scene in your own words based on what is happening or create a PowerPoint presentation talking about the importance of the scene and how it relates to the global theme. (Suggestion: google Spanish movies for high school students) \*If watching a rated-r movie you must provide a letter from your parents stating that they give you permission to watch it.

**Option 4:** Listen to two songs from Spanish-speaking countries focusing on a particular theme (the same theme) and create a PowerPoint/ Prezi presentation speaking about the singer/band and importance of the theme to that country and the world. You should include audios of the song.

**Option 4a:** Find a painting by a Latin-American/ Spanish artist and a song from a Spanish-speaking country that both focus on the same theme. Create a presentation analyzing and explaining both resources.

**Option 5:** Perform a song from a Spanish-speaking country to the class and talk about the significance of the song, its theme and its composer or original singer.

**Option 6:** Recite a poem written by a Hispanic poet to the class in Spanish and explain the theme of the poem. Also, give some information about the poet. (Famous poets: Pablo Neruda, Antonio Machado, Federico García Lorca, **Sor Juana Inés de la Cruz, Gabriela Mistral, Octavio Paz, José Martí)**

**Option 7:** Read a novel/short story written by a Hispanic author (can be in English) (i.e., some famous authors are Gabriel García Marquez, Isabel Allende, Carlos Ruiz Zafón, Sandra Cisneros, Julio Cortazar, Ana María Matute, Mario Vargas Llosa). Create a PowerPoint explaining the story and how it connects to one of the global themes. You may give some general information about the author.

**Option 8:** Read three (3) articles from a Spanish language magazine or newspaper (can be on-line) about one particular topic and present the information to the class in a PowerPoint presentation. Include screen shots of the articles and cite them appropriately.

**Option 9:** Research a Latin American/ Spanish artist and replicate one of his/her paintings/crafts. Present your work of art to the class and talk about the artist. Famous artists: Frida Kahlo, Diego Rivera, Fernando Botero, El Greco, Diego Velazquez, Picasso, Joan Miró, Salvador Dalí.

**Option 10:** Attend a cultural festival, play, concert, dance performance, or museum exhibit. Create a PowerPoint displaying information about the event.

**Option 11:** Prepare a typical meal from a Spanish-speaking country (appetizer, main course, dessert) for family or friends. Make a video and/or photo gallery of you preparing the meal and include recipe(s) in Spanish.

**Option 12:** E-mail, IM, Skype, Blog with a Spanish-speaking person (at least 6 correspondences. *Activity:* Make a video and/or power point presentation with evidence of your correspondence.

**Option 13:** National Hispanic Heritage Month (September 15-October 15) or National Foreign Language Week (first week in March) DIY Project-*Activity:* your choice but discuss with your teacher.

**Option 14:** If you travel or have traveled to a Spanish-speaking place create a PowerPoint presentation or other visual presentation for the class giving as many details about your experience as possible.

**Option 15:** Make a video interviewing a Hispanic in Spanish about a particular theme in their life when they lived in Latin America/ Spain or about the trips they make back to their country. You must ask the person at least 10 questions. Ask for his/her permission to be filmed and have the video shown to the class.

**Option 16:** Attend a “global” event or lecture at a local university or cultural center in any venue. Create a PowerPoint describing the experience and what you learned.

**Option 17:** Tutor or make a presentation to elementary or middle school students-*Activity:* Volunteer a minimum of two hours and create a PowerPoint/ Prezi in Spanish about the experience. You can include lesson plans, worksheets, or a description of the activities you created.

**Option 18:** Participate or attend Model UN-*Activity:* Create a PowerPoint/Prezi about the experience.

**Option 19:** Visit local companies or businesses with international connections- Create a PowerPoint displaying your experience.

**Option 20:** Volunteer your time to work with Latinos or participate in a fundraising event that helps the Latino population. Create a PowerPoint/ Prezi explaining the experience.

**Option 21:** Go grocery shopping at ethnic stores-*Activity:* visit at least three (3) grocery stores and speak with the shopkeeper. Create a PowerPoint about what you saw/learned and record or video the conversation.

**These are suggestions and you are welcome to discuss any other ideas you have.**

**Suggested material: \*If you have other ideas please consult them with me\***

**Suggested Famous/Influential People**

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https://sites.google.com/a/chccs.k12.nc.us/senorstewart/document-manager

**Suggested books:**

*The House on Mango Street* by Sandra Cisneros

*How the García Sisters Lost their Accent* by Julia Alvarez

*Cuando era puertorriqueña/ When I was Puerto Rican* by Esmeralda Santiago

*La casa de los espíritus/ The House of the Spirits* by Isabel Allende

The Adventures of Don Quixote by Miguel de Cervantes (you may read any abridged version)

**Suggested short stories:**

“The Tree of Gold” by Ana María Matute

“A Very Old Man with Enormous Wings” by Gabriel García Marquez

“Chac Mool” by Carlos Fuentes

“The other” by Jorge Luis Borges

“Continuity of the Parks” by Julio Cortázar

**Suggested movies:**

Selena (US)

Pan’s Labyrinth (Spain)

La misma luna (Mexico/ US)

Walkout (Chicanos/ US)

In the Time of the Butterflies (Dominican Republic)

El norte (Mexico)

La historia oficial (Argentina)

Viva Cuba (Cuba)

Gol: El sueño imposible

Sugar (Dominican Republic)

McFarland USA

Spanish 3H Cultural Exploration/Global Competency Project 2015-2016 Revised Rubric

**A) Reflection Paper** \_\_\_\_\_\_\_\_/ 32 points

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Excellent  4 | Good  3 | Developing  2 | Insufficient  1 |
| **Introduction paragraph**  Student clearly states the cultural exploration topic, addresses what will be discussed in the essay and includes a thoughtful reflection statement about the experience and the importance of understanding this topic. |  |  |  |  |
| **Summary paragraph (2nd paragraph)**  Student provides a clear, logical and concise summary of the experience. Student provides supporting details. |  |  |  |  |
| **Cultural Understanding (3rd and 4th paragraph)**  Student demonstrates clear understanding of the cultural topic by providing evidence to support claims.  Student makes a connection to at least one of the global themes and provides supporting details.  Student makes comparisons with his/her own culture by providing concrete & relevant examples. |  |  |  |  |
| **Concluding paragraph** (Skills: Empathy & Attitude)  Paragraph begins with a reworded version of the paper’s main topic, which identifies the subtopics that were discussed throughout the paper. The conclusion effectively and smoothly summarizes the paper and “wraps-up” important ideas, without sounding repetitive or redundant. The conclusion successfully avoids introducing any new information that wasn’t previously explained. The paragraph (the paper) concludes with a thought-provoking detail or question to keep the readers thinking. |  |  |  |  |
| **Multicultural appreciation** (Empathy)  Student shows an appreciation of cultural diversity.  Student interprets multiple perspectives and demonstrates an ability to act in a supportive manner recognizing the feelings of another cultural group.  Student suspends judgement in valuing interactions with culturally different others. |  |  |  |  |
| **Proficiency: Use of language**  Student uses varied and accurate grammar and vocabulary to express ideas and synthesize information. |  |  |  |  |
| **Organization/ Use of connectors**  Essay is very well organized, with accurate use of at least 4 different connectors/ transitional words from the list. |  |  |  |  |
| **Works Cited** (Obras Citadas)  Works Cited title is centered at the top of the page in Spanish, sources are in alphabetical order, the citations have all of the required elements in order. Student cites 2-3 different resources. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Excellent  4 | Good  3 | Developing  2 | Insufficient  1 |
| **Tone**- Student speaks clearly and enthusiastically. |  |  |  |  |
| **Fluency**- Student has excellent fluency and pronunciation. Student rarely hesitates, speaks with fluidity. Student is able to provide many details within the 3 minutes of the presentation. |  |  |  |  |
| **Eye contact**- Student maintains excellent eye contact. Student rarely reads from PPT. Rehearsal is evident. |  |  |  |  |
| **Aesthetics-** Presentation is engaging and maintains the attention of the audience. |  |  |  |  |

**B) Presentational Portion** \_\_\_\_\_\_\_\_\_\_\_\_/ 16 pts.

Raw Score\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ 48 points

Total score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ 100%

**Resources:**

[**http://www.p21.org/storage/documents/Global\_Education/P21\_K-12\_Global\_Ed\_Indicators.pdf**](http://www.p21.org/storage/documents/Global_Education/P21_K-12_Global_Ed_Indicators.pdf)

[**http://www.crlt.umich.edu/sites/default/files/resource\_files/InterculturalKnowledgeVALUErubric.pdf**](http://www.crlt.umich.edu/sites/default/files/resource_files/InterculturalKnowledgeVALUErubric.pdf)

[**http://www.nea.org/assets/docs/HE/PB28A\_Global\_Competence11.pdf**](http://www.nea.org/assets/docs/HE/PB28A_Global_Competence11.pdf)