Spanish I: Global Cultures Investigation: Assignment #2

Standard 2.1: Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Learning Target: I can exchange information with others about school life in Spanish Speaking countries. I can compare and contrast my school experience with that of another country.

Assignment: Research common school structure, policies and routines in your assigned country. Next, create a small infographic that explains these unique products and practices. It should include any of the following:

Who? Student Demographics- ages, gender, income bracket, teachers, uniforms

What? Common areas of study? Testing?

When? Typical school day schedule/calendar

Where? What is the school itself like? Regional differences? (city vs. country)

**Your work will be shared with the class on Thursday, 10/19.**

Spanish I: Global Cultures Investigation: Assignment #2

Standard 2.1: Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Learning Target: I can exchange information with others about school life in Spanish Speaking countries. I can compare and contrast my school experience with that of another country.

Assignment: Research common school structure, policies and routines in your assigned country. Next, create a small infographic that explains these unique products and practices. It should include any of the following:

Who? Student Demographics- ages, gender, income bracket, teachers, uniforms

What? Common areas of study? Testing?

When? Typical school day schedule/calendar

Where? What is the school itself like? Regional differences? (city vs. country)

**Your work will be shared with the class on Thursday, 10/19.**

Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exemplary | Accomplished | Approaching | Beginning |
| Accuracy | All information is accurate and comes from reliable web sources. Citations are included on the back of the infographic | All information is accurate and comes from reliable web sources. | Most information is accurate but may come from inaccurate web sources. | Information is inaccurate and might have been made up by the author. |
| Depth | Includes a variety of well researched examples of unique products and practices. Includes background information about how those differences came to be. | Includes at least three well researched examples of unique products and practices. Includes some background information about how those differences came to be. | Includes one or two examples of unique products and practices. No background information about how those differences came to be. | Does not include unique examples from the target country, perhaps just general phrases with no explanation. |
| Craftsmanship | Product is neat and organized. It is attractive and inviting. Time, thought and effort have gone into the final product; may be a second or third draft. | Product is neat and organized. It is attractive and pleasing. Time, thought and effort have gone into the final product. | Product is somewhat neat and organized. It is attractive but may look more like a first draft. Some time and effort have gone into the product | Product is sloppy and disorganized. It is not attractive and looks more like a first draft. Little time and effort have gone into the product |

Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exemplary | Accomplished | Approaching | Beginning |
| Accuracy | All information is accurate and comes from reliable web sources. Citations are included on the back of the infographic | All information is accurate and comes from reliable web sources. | Most information is accurate but may come from inaccurate web sources. | Information is inaccurate and might have been made up by the author. |
| Depth | Includes a variety of well researched examples of unique products and practices. Includes background information about how those differences came to be. | Includes at least three well researched examples of unique products and practices. Includes some background information about how those differences came to be. | Includes one or two examples of unique products and practices. No background information about how those differences came to be. | Does not include unique examples from the target country, perhaps just general phrases with no explanation. |
| Craftsmanship | Product is neat and organized. It is attractive and inviting. Time, thought and effort have gone into the final product; may be a second or third draft. | Product is neat and organized. It is attractive and pleasing. Time, thought and effort have gone into the final product. | Product is somewhat neat and organized. It is attractive but may look more like a first draft. Some time and effort have gone into the product | Product is sloppy and disorganized. It is not attractive and looks more like a first draft. Little time and effort have gone into the product |

