Winter Celebrations in the Spanish Speaking World: An Investigative Project

Student Rubric and Instructions

Objectives:

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| **Standards** | **Learning Targets** | **Assessments** |
| Standard 2.1: Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and pers*pectives of the cultures studied.* | I can investigate cultural practices related to winter celebrations in my target country.  I can explain how cultural practices are related to the perspectives/ beliefs of the cultures studied. | Cultural Practices section of the poster |
| Standard 2.2: Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. | I can investigate cultural products related to winter celebrations in my target country.  I can explain how cultural products are related to the perspectives/ beliefs of the cultures studied. | Cultural Products section of the poster |
| Standard 4.2: Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. | I can investigate the concept of culture as related to winter celebrations in my target country and my own.  I can explain the concept of culture as related to winter celebrations in my target country and my own. | Cultural Comparisons section of the poster |
| H.O.W.: Collaborative Worker, Quality Worker | I can-  … make sue group members feel safe and comfortable.  … work actively and cooperatively with others to achieve group goals.  … perform a variety of roles within the group.  … fulfill individual responsibilities within the group.  … use group time effectively, including using technology appropriately. | Formative teacher observation during the research and construction process. Self and peer evaluations. |

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| Timeline: | Goals: | Notes: |
| Martes, 11/27 | Research in groups |  |
| Miércoles, 11/28 | Research in groups; design poster |  |
| Jueves, 11/29 | Poster design and construction |  |
| Viernes, 11/30 | Poster construction, write elements |  |
| Lunes, 12/03 | Gallery Walk “Presentations”, Peer Assessments |  |

Required Elements:

1 standard size poster

* Organized and clear design
* Quality product that reflects craftsmanship
* Text can be presented in English or Spanish (or both)

Includes:

* Title
* 1 – 4 Common winter celebrations
* List Cultural Practices for each celebration; explanations when needed
* List Cultural Products for each celebration; explanations when needed
* Cultural perspectives and/or beliefs of the target population that are reflected in the celebration. In other words, what do the practices and products of the celebration tell us about what people value and belief?
* Essential Vocabulary for this celebration
* Cultural Comparison: compare practices, products, and/or perspectives with your own community (the United States or New Mexico). The comparison can be done in general for all celebrations or for each one separately.
* At least 3 sources (websites) are cited on the back of the poster or including with the corresponding information on the front.
* Optional: Interesting facts about the county, its population and/or celebrations.

Rubric:

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| --- | --- | --- | --- | --- |
| Category | Exemplary | Accomplished | Approaching | Developing |
| Craftsmanship: The Poster | Exceptional design and organization. Work is organized, layout is clear. Work is inviting and interesting to look at; reflect a high level of skill and craftsmanship. | Organized and clear design  Quality product that reflects craftsmanship  Text is presented in Spanish and/or English. | Organized and clear design  Fair product that reflects some craftsmanship. | Unorganized and difficult to read/follow. Poor design choices; work may be unfinished or look “thrown together during the haz ahora”. |
| Cultural Products and Practices | Information about cultural products and practices is extensive and complete. Explanations are included with unfamiliar elements. Spanish vocabulary of essential terms is provided. Images are provided for reference. Sources cited on the back of the poster. | Information about cultural products and practices is complete. Explanations are included with unfamiliar elements. Spanish vocabulary of essential terms is provided. Images are provided for reference. Sources cited on the back of the poster. | Information about cultural products and practices is near complete. Spanish vocabulary of essential terms is provided. Images and/or explanations may be provided for reference. | Information about cultural products and practices is incomplete or missing. |
| Cultural Beliefs and Perspectives | Poster includes insightful revelations about how cultural practices are related to the perspectives/ beliefs of the cultures studied. | Poster includes logical insights about how cultural practices are related to the perspectives/ beliefs of the cultures studied. | Poster includes basic knowledge about how cultural practices are related to the perspectives/ beliefs of the cultures studied. | Information about cultural beliefs and perspectives is incomplete or missing. |
| Cultural Comparison | All aspects of cultural beliefs, practices and products are compared/contrasted between the target country and the student’s community. Insightful conclusions are drawn from the analysis. | All aspects of cultural beliefs, practices and products are compared/contrasted between the target country and the student’s community. | Some aspects of cultural beliefs, practices and products are compared/contrasted between the target country and the student’s community. | Cultural Comparison is incomplete or missing. |
| Professionalism Formative teacher observation during the research and construction process. Self and peer evaluations. | ALWAYS  … make sue group members feel safe and comfortable.  … work actively and cooperatively with others to achieve group goals.  … perform a variety of roles within the group.  … fulfill individual responsibilities within the group.  … use group time effectively, including using technology appropriately | . CONSISTENTLY  … make sue group members feel safe and comfortable.  … work actively and cooperatively with others to achieve group goals.  … perform a variety of roles within the group.  … fulfill individual responsibilities within the group.  … use group time effectively, including using technology appropriately | SOMETIMES  … make sue group members feel safe and comfortable.  … work actively and cooperatively with others to achieve group goals.  … perform a variety of roles within the group.  … fulfill individual responsibilities within the group.  … use group time effectively, including using technology appropriately | RARELY  … make sue group members feel safe and comfortable.  … work actively and cooperatively with others to achieve group goals.  … perform a variety of roles within the group.  … fulfill individual responsibilities within the group.  … use group time effectively, including using technology appropriately |