**Spanish 12 - Culture Project (10%)**  
  
Learning outcomes to be addressed:

* Retrieve, research, and analyse information from Spanish-langauge resources to complete meaningful tasks
* Synthesize acquired information in oral, visual, and written forms
* Analyse and respond to authentic creative works from the Hispanic world
* Use a wide range of vocabulary and complexity of expressions in past, present, future

Research one of the topics below (or one of your choosing) related to an authentic creative work (or creative works) that has originated from the Spanish speaking culture.   
  
Use the questions below as a basic guideline or framework for your research:

* Name the creative works or the type of creative work.
* Who is the artist (if applicable)? Where/how did it originate?
* Include relevant information about the artist (if applicable). Include information about its development through history or its historical significance.
* When were the creative works created? What is the origin of the creative work?
* For whom was this piece created? How did the creative work come into existence?
* Where was this piece created? Where did the creative work originate or develop?
* Why was this piece created (if applicable)?

What message does the creative work communicate?

Do other works by the same artist reflect similar things?

What is the significance of the creative work to the culture in which it exists.

* **What is your reflection on this piece of work?  What is revealed about the culture in the work? (Important)**

**Experiencing Creative Works:**

|  |  |
| --- | --- |
| SAMPLE TOPIC AREAS | The artistic creative work of the following: |
| Art/Artists – the work of: | Francisco de Goya, Diego Velazquez, Joan Miro, Pablo Picasso, Salvador Dali, El Greco, Diego Rivera, Frida Kahlo |
| The music of:  Type of music: | Ricky Martin, Celia Cruz, Marc Anthony, Christina Aguilera, Carlos Santana, Gloria Estefán  Mariachi, Bolero, Flamenco, |
| Dance/Theatre/Movies | Tango, Bolero, Flameco, Doble Paso, Salsa, Samba, Merengue, Mambo, Cha Cha, Cumbia, Rumba  Todo sobre mi madre (película)  Diarios de motocicleta  Como agua por chocolate |
| Architectural work of: | Antoní Gaudi  Spanish architecture in South America, or in Mexico (for example) |
| Film/Actors – the work of: | Penelope Cruz, Andy García, Desí Arnaz, America Ferrera, Raúl Julia, Rita Moreno, Jimmy Smits, Sofía Vergara, Pedro Almodovar |
| Literature/Poetry of: | Pablo Neruda, Isabél Allende, Miguel de Cervantes, Gabriel García Márquez, Carlos Ruíz Zafrón, Federico García Lorca, Octavio Paz, Francisco Ayala |

**Step 1:**  
Find 7-10 Spanish language resources (i.e. internet, books, pictures, newspaper articles, magazine, e-zine, music) to complete this project. Cite your resources in a bibliography.

To do Internet searches for Spanish resources, click on ADVANCED SEARCH (under the SEARCH button). Then select Spanish as your search language. In the Search within a site or domain – put in the country code to help you find resources within a particular country. See the end of this assignment for country codes.   
  
**Step 2:**  
Using your resources, put together a well written project with a variety of visual or auditory support. The use of multimedia is encouraged (i.e. Powerpoint, Wiki, Glogster, Google Doc, Podcast, Videocast, Screencast, etc). Please let your teacher know if you need some assistance in this area. Written component should be around 500 words overall.  
  
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**Step 3:**  
Post your work to the class site or wiki (location to be announced) for other students to view and respond to.

Country Codes

|  |  |
| --- | --- |
| **CountryName** | **CountryCode** |

|  |  |
| --- | --- |
| Argentina | AR |
| Bolivia | BO |
| Chile | CL |
| Colombia | CO |
| Costa Rica | CR |
| Cuba | CU |
| Dominican Republic | DO |
| Ecuador | EC |
| El Salvador | SV |
| Guatemala | GT |
| Honduras | HN |
| Mexico | MX |
| Nicaragua | NI |
| Panama | PA |
| Paraguay | PY |
| Peru | PE |
| Puerto Rico | PR |
| Spain | ES |
| Uruguay | UY |
| Venezuela | VE |

**Assessment (24 marks = 10% of grade) MUST BE WRITTEN IN SPANISH**

Exceeds                 Meets                    Barely Meets          Doesn’t meet

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Identifies work as being associated with culture - features/ context, indicates significance of the work.  **/8** | Very clearly identifies and describes the significance or connection of the work to the culture and the student.  Goes beyond the requirements of the task to demonstrate extended learning or new applications. | Clearly identifies and describes the significance or connection of the work to the culture and the student. | Attempts to identify and describe the significance or connection of the work to the culture and to the student. | Neglects to identify and describe the significance or connection of the work to the culture and the student. |
| Variety/ quality of resources and media  **/4** | A wide variety of resources is used in researching and producing the assignment - a wide diversity of perspectives is derived from them.  All resources are included in the bibliography and original Spanish resources. (more than 8 resources) | A variety of resources is used in researching and producing the assignment - some diversity of perspectives is derived from them.  All resources are included in the bibliography and original Spanish resources. (6-7 resources). | Limited variety of resources is used in researching and producing the assignment - not much perspective is derived from them  Limited number of resources used and/or not in original Spanish resources. | Inadequate variety of resources is used in researching and producing the assignment - diversity of perspectives is not derived from them  Very limited resources. Few in Spanish. |
| Clarity of understanding  Spanish Language **/8** | Information is clear, relevant, accurate, and detailed and in Spanish.  Takes risks with language, sometime makes errors when trying to explain complexities. Grammar is predominantly correct and there is a wide range of vocabulary and use of idioms. Errors in language do not detract from the overall meaning. Tense and structure are varied and sophisticated. | Information is clear, relevant, and accurate.  Grammar mostly correct. There is a range of vocabulary and idioms used. May include some structural errors, but they generally do not detract from meaning. Tense and structure or mostly correct. | Information is relevant and accurate, but may be unclear or inaccurate  n places.  Grammar is basic but correct. There is good range of vocabulary but generally simple or basic in nature. Idioms may be missing. May include errors in tense or structure but meaning is clear. | Attempts to address the topic but information or the message  may be unclear, incomplete, or inappropriate. May deal with requirements in a cursory way or show inconsistency.  May include errors in tense, structure and/or spelling that detract from the meaning. Vocabulary is basic. |
| Project Presentation  **/4** | Information is well-organized, and easy to understand.  The presentation has oral, visual, and written components that contribute to the full understanding of the presentation.   The illustration(s) or photo(s) or sounds is interesting, relevant, attractive, and supports the ideas described. | Information is displayed well. The presentation has visual aids and oral explanations that enrich the presentation.   The illustration(s) or photo(s) supports the ideas described. | Information may seem to be displayed without purpose or relevance.  The presentation has basic oral and visual components.   The illustration(s) or photo(s) is somewhat related to text and/or there is limited visual or auditory impact. | Some irrelevant information is included.  Illustrations or photos may be missing or unrelated to text. |