

Community Connections - Conexiones a mi comunidad (2019-2020)

This is an ongoing assignment for throughout school year. **The goal is for you to stretch your knowledge and use your language abilities outside of the classroom in authentic settings, connecting with our community through people, places, and products as much as possible.**

This assignment will show evidence that you are a lifelong learner of Spanish by using the language for personal enjoyment and expanding your multicultural awareness.

First, let's get some basics. Check all or any that apply to you:

_____ I am a native speaker of Spanish and Spanish is spoken in my home.

_____ I have extended family members that speak Spanish, who I see on a fairly regular basis.

_____ I have friends who speak Spanish and I talk and text with them on a fairly regular basis.

_____ I listen to music in Spanish (name a few songs/artists that you enjoy:

_____ I have attended a multi-cultural festival of Milwaukee or Waukesha County, such as: Mexican Fiesta, Puerto Rican Fiesta Boricua, German Fest, Irish Fest, Polish Fest, Indian Summer Festival, African World Festival, India Fest, Bastille Days, Holiday Folk Fair, etc.

_____ I have eaten a Mexican or Latin American food besides tacos, burritos, enchiladas, or "chimichangas"

_____ I have traveled to a Spanish-speaking country for vacation (where? _____)

_____ I traveled to another country with my school district's study/travel abroad program.

_____ I plan or hope to travel with my school district's next study/travel abroad program.

_____ I am a member of the Spanish National Honor Society.

_____ Anything else that makes your personal background experience unique? Please describe:

We used the line activity in the hallway to see where we are as a class.

What to do:

Each quarter, immerse yourself in language or culture within our community outside of class time, through its **people, products, or places** (see examples on following pages).

For each opportunity, you need to provide evidence of your experience. You can do this by showing me a few “selfies” with people/product/place background or videos with you engaged in them, and/or by including authentic material, such as a ticket stub, copy of an article, etc. If your experience is a conversation, you could show me a few minutes of authentic dialogue recorded as evidence. If you prefer to email it to me, please share with gebob@wawmsd.org

In addition, you will need to provide a reflection (separate sheet) for each experience. **You need to be prepared to tell your teacher and maybe the class about your experience with each example that you include.** If it is important enough to include, we want you to tell us all about it! You will not be graded on your grammar or vocabulary, but your description of the people/product/place that you experience. **The goal is to expand your knowledge and learn about culture through new experiences with people, places, and products in our community.**

You will receive one Practice (Formative) grade for your “Community Connections.” The grading criteria is based on a 10-point checklist as follows:

- 3 – 2 – 1 – 0 Minimum of one worthy experience per quarter (you may, of course, be involved in more!). Not the same experience or category repeated in quarters 1-3.
- 3 – 2 – 1 – 0 Provided evidence of experience (see above)
- 3 – 2 – 1 – 0 Provided a written reflection of each experience (on required sheet)
- 1 – 0 Necessary requirements for the specific quarter handed in showing organization and timeliness (on or before last due date).

Finding ways to connect with our Latino or Hispanic Community should be fun. Pick activities for people, places and products that you will find interesting and enjoy experiencing. The next two pages have ideas for you, but feel free to use your own; you are not limited to this list!

People Ideas:

- Have a conversation with a friend or family member who is a native Spanish speaker.
- Interview a native Spanish speaker in English or Spanish about any topic you choose (anything from immigration issues to growing up bilingual to favorite native foods, etc.!).
- Help a native Spanish speaker or ELL (English Language Learner) with English.
- Use Facetime, Skype, Facebook Messenger, etc. to communicate with a Spanish speaking person “face to face” from another place.
- Have a conversation with a former Spanish teacher; discuss anything – it can be short but should extend beyond the basic “cómo estás”
- Have a written conversation with a Spanish speaker through text, Snapchat, Facebook Messenger, or other IMs
- Read a children’s book in Spanish to a child.
- Play in Spanish with a child. Outdoor games, board or card games, indoor games, dolls/action figures...
- Volunteer or work in a place where you need to use some Spanish to communicate (volunteer ideas: 16th Street Clinic, Centro Hispano, Latino Arts, Pershing Elementary, La Casa de Esperanza, etc. - these are also great opportunities for SNHS!!!)
- Send me an e-mail, writing at least 10 quality sentences about your day or something that is going on in your life. I will not grade your grammar, but please try your best!
- Leave me a voicemail or audio recording to email, telling me about your day or something that is going on in your life, in about 10 sentences (I won’t count, but it needs to go beyond the “cómo estás”). Don’t forget to document this; *you* are responsible to provide the evidence. My HALE phone number is (414) 604-3200 X5572..
- Present to the class about your visit to a Spanish-speaking location, include photo

Places Ideas:

- Attend a concert, parade, the theatre, ballet folklórico, etc. performance in the Milwaukee or Waukesha County community.
- Shop at El Rey, Cermac, Lopez Bakery, or any establishment where you have the opportunity of asking or making a transaction in Spanish with an employee
- Attend a Spanish class field trip
- Volunteer at an event or place, or work at a place, where Spanish is necessary for communication (volunteer ideas: 16th Street Clinic, Pershing Elementary, SNHS ideas)
- Eat in a restaurant where you order food in Spanish; pay attention to the setting of the restaurant.
- Attend the Day of the Dead parade or Mexican Independence Day parade
- Attend a world festival where you observe practices of another culture.
- Attend a Milwaukee Public Library event that is bilingual OR hosted in Spanish (many are for families; check out story time, etc. for children) (Zablocki and Forest Home are good places to start - check websites!)
- Participate in Spanish National Honor Society activities for service/participation hours
- Attend a “Milwaukee Film Festival” movie (October) in Spanish or with subtitles
- Attend a “Cine Latino” movie (Marcus in Oak Creek, Sept-Oct) in Spanish or with subtitles
- Attend a “First Friday Social” salsa dancing lesson at the Delaware Hous

Products Ideas:

- Find a Classified ad from the internet that is looking for an employee who is bilingual or a job that requires the ability to speak or use Spanish.
- Watch a movie in Spanish (English subtitles are okay if it's an authentic film; if it's a Disney or familiar movie or cartoon please use language and subtitles in Spanish!)
- Watch TV in Spanish
- Find at least 10 items with Spanish on their packaging; include photos or the actual labels.
- Find an article about the Spanish-speaking world. Be prepared to share what you learned with the class.
- Try a new, unique food (think outside the burrito – or the standard, Mexican restaurant food) and tell about it.
- Feed your family or Spanish class Spanish, Mexican, Caribbean, South, or Central American cuisine! Provide pictures and show me a sample of the food.
- Read in Spanish for pleasure outside of class. Our library has a good starter collection of books, or you may ask me for one to borrow. I recommend reading something you may have already read in English, or young adult fiction, or poetry. Ask me for specific recommendations if you are interested.
- Find a great website for practicing Spanish grammar or vocabulary to share with your teacher & class.
- Find a great website, in English or Spanish, for learning about the news and/or current events in Latin America.
- Summarize a current event happening in a Spanish-speaking country. What is happening? How does the event impact our world?
- Listen to a song in Spanish; what is it about?
- Create a poster for our classroom. How can you capture something important from Spanish class for display so that it will educate others?
- Write a poem or song using your Spanish.
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SEMESTER 1 2 Due _____

Community Connections – Evidence sheet

Name: _____ Hour: _____

Objective: Students will present authentic evidence of personal learning and growth by experiencing culture and connecting to the Spanish-speaking community outside of the Spanish classroom through people, places, and products.

1. Circle category: PEOPLE PLACES PRODUCTS

2. Participation date/time: _____ Apply to SNHS hours? Circle: SÍ NO

3. Event (tell what you did/saw or where you went): _____

4. Evidence (shows that you really did this connection – or you were there):

***Please **show ProfeGH for this quarter, & attach your evidence to this sheet** (for example, photograph, person’s signature on business card, ticket stub, brochure, print-out, journal reflection, etc.)

5. Describe what you observed/did (no opinions!): _____

6. Describe how or what you learned from this experience. What surprised or impressed you? Tell how this experience has made a global, disciplinary, class, or community connection for you:

7. Lastly, express your opinion with reason why, and/or any other comments you need to include:
