Name: Jennifer Wolfe

Course/Grade: AVID 9

Lesson Title: Agua Fria Sister School Program

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  1.To encourage friendship, cultural understanding and shared learning between students and teachers in the US and Nicaragua.  2. Develop an understanding and become active in areas of global service and social justice.  3. Incorporate technology to facilitate a dynamic communication between countries and provide 21st century skills for students.  4. Explore individual identities while learning about the identities and cultures in other parts of the world to develop a broader and more open minded world view. | ***Transfer*** | |
| *Students will be able to independently use their learning to…*  become globally competent students who are able to develop and maintain relationships with students from another culture. | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*   1. Our culture and identity is what makes us unique 2. Ideas of culture and identity change as we travel to other places around the world 3. Even though our cultures are different, people still share the same needs and dreams. | ESSENTIAL QUESTIONS  What is the definition of culture?  How are we globally connected to other cultures?  In what ways can we connect and develop friendships with students from other countries?  How are students around the world similar and different? |
| ***Acquisition*** | |
| *Students will know…*  \*the definition of culture and identity  \*how to describe key elements of their own culture and identity  \*differences and similarities between cultures  \*how to create a culture of international exchange and appreciation of different cultures in their schools and communities  \*how to utilize several Web 2.0 applications to facilitate global communication  \*how to develop an ‘ethical compass’ to understand and act on issues of global significance | *Students will be skilled at…*  \*defining culture and identity  \*creating written, oral, and graphic representations of their culture  \*comparing and contrasting U.S. culture with Nicaraguan culture  \*analyzing elements of a culture that is new to them  \*formulating appropriate questions to acquire information from another culture  \* utilize digital and written media (in English and Spanish, when appropriate) to develop and communicate relationships and ideas between the U.S. and Nicaragua  \*developing meta-awareness that knowledge is created through having opinions about the world and creating tolerance for multiple viewpoints. |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| 1. Insightful, creative, informative, well written, collaborative 2. Detailed, insightful, creative, informative, well written, organized 3. Creative, informative, collaborative 4. Research based, well written, informative, creative 5. Creative, insightful 6. Creative, descriptive 7. Organized, thoughtful, detailed, relevant 8. Creative, makes connections, descriptive | TRANSFER TASK(S):  1.Students will create a short film identifying ‘A Day At Emerson Junior High School’. Students will include interviews with each other, teachers, other students at staff members at school.  2.Students will create a Prezi presentation portraying ‘A Day in the Community of Davis, CA’. Students will include interviews of each other, of family members, and people and places in our community.  3.Students will create a digital photo album or illustrated map of the U.S. and California to represent our national culture.  4.Students will create an xtranormal video of their favorite historical figure and how they are a part of the U.S. culture.  5. Students will create Wordles representing their idea of the American dream and the concept of freedom.  6. Students will create digital greeting cards to celebrate Més de Amistad (Month of Friendship) with Nicaraguan students .  7. Students will create and take action on a project to raise $400 for our sister school in Agua Fria, Nicaragua  8. Students will create a blog to communicate with students in Agua Fria. | |
| <type here> | OTHER EVIDENCE:  9.observation of Socratic Seminars and Philosophical Chairs activities  10. Cornell notetaking  11.Critical thinking on higher level questions for interviews and research  12.Current event reading/discussions | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*  *These learning events will be in conjunction with our sister school in Nicaragua. Many projects are designed to be sent to Nicaragua. They will be conducted both in English and Spanish as needed. Our lessons will need to be flexible to incorporate the responses received from the Nicaraguan school children.*  *Google Earth: students will use Google Earth to locate Agua Fria, Nicaragua. They will compare and contrast the geography and location of our town with Agua Fria.*  *Slideshow: Students will view a slideshow of photos taken during the building of our sister school in Nicaragua. Students will take Cornell notes during presentation to answer the essential question of ‘What are details of the Nicaraguan culture?”*  *Mandala: Students will complete a mandala with symbols of their own culture and values.*  *Quickwrite: Students will complete a quickwrite on the question “What culture do you most identify with?” which will be followed by small group discussion.*  *Philosophical Chairs: Students will participate in Philosophical Chairs activity centering around the question of whether or not the US should strive to be a melting pot, ‘color blind’ to cultural differences, or should celebrate diversity of cultures.*  *Compare/Contrast essay: Students will write a compare and contrast essay on the U.S. and Nicaraguan cultures.*  *Mes de Amistad cards: Students will create a digital greeting card to introduce themselves to the Nicaraguan students. They will share aspects of their American culture: about their school, their friends, their homes, their neighborhood.*  *Neighborhood film: Students will write scripts, conduct interviews, and use Flip cameras to film ‘A Day At Emerson Junior High School” to demonstrate the American culture.*  *Community Prezi: Students will create a Prezi comparing our community to Nicaragua.*  *Xtranormal video: students will create an xtranormal video of their favorite cultural icon.*  *Wordle: Students will create a Wordle representing their idea of the American dream, the Nicaragua dream, and the concept of freedom.*  *Fundraising: Students will design and implement a project to raise money for the sister school. The entire project will exhibit their desire to take action to improve conditions in Agua Fria.*  *Blog: Students will create a blog to communicate with students at school in Agua Fria.* | | |