

STANDARD #9: WORK COOPERATIVELY IN GROUPS BY CONTRIBUTING EQUALLY, STAYING ON TASK AND MAKING EYE CONTACT

TASK #12

LA CULTURA EN GRUPOS – Tu día en la escuela

STEP 1: Each person in the group is going to be an expert of their assigned culture topic. After reading your individual specific topic silently, complete each column of your topic with the most essential information. Then, create two hypothetical true or false questions that you would hypothetically see on this unit's exam, you will then share these with your group to assess their knowledge of your specific topic. In addition, identify at least one similarity and difference between United States culture and that of Spanish speaking countries in relation to your specific topic. Lastly, you must identify how each culture topic relates to the unit objectives IN YOUR OWN WORDS so that your group members can make a connection with the culture topic. When each person in the group has finished preparing, take turns teaching your group your specific culture topic. Each group member is responsible for taking notes for each culture topic.

STEP 2: After each person has taught their specific topic, use the rubric below to grade how effective their instruction was. Each person will grade each group member. You will also be asked to evaluate yourself at the end of the hour.

REMINDERS:

- 1) Read the rubrics below.
- 2) Read your assigned culture topic
- 3) Write down the essential information that corresponds to your topic using the columns below
- 4) Create two true or false questions about your topic and write down any similarities and differences to the United States
- 5) Teach your topic to your group members
- 6) Discuss how the culture topic relates to the unit objectives in your own words
- 7) Grade each other's performance (please see the rubrics below before you begin teaching)

Fondo cultural #1: Fernando Botero (página 72)

<u>¿Quién?</u>	<u>¿Qué?</u>	<u>¿Dónde?</u>	<u>¿Cuándo & Por qué?</u>

Las preguntas:

_____ Respuesta: Cierto Falso

_____ Respuesta: Cierto Falso

Semejanzas: _____

Diferencias: _____

Fondo Cultural #2: Inglés en los países hispanos (página 80)

<u>¿Quién?</u>	<u>¿Qué?</u>	<u>¿Dónde?</u>	<u>¿Cuándo & Por qué?</u>

Las preguntas:

_____ Respuesta: Cierto Falso

_____ Respuesta: Cierto Falso

Semejanzas: _____

Diferencias: _____

Fondo Cultural: Las palabras españolas (página 81)

<u>¿Quién?</u>	<u>¿Qué?</u>	<u>¿Dónde?</u>	<u>¿Cuándo & Por qué?</u>

Las preguntas:

_____ Respuesta: Cierto Falso

_____ Respuesta: Cierto Falso

Semejanzas: _____

Diferencias: _____

<u>¿Quién?</u>	<u>¿Qué?</u>	<u>¿Dónde?</u>	<u>¿ Cuándo & Por qué?</u>

Las preguntas:

_____ Respuesta: Cierto Falso

_____ Respuesta: Cierto Falso

Semejanzas: _____

Diferencias: _____

RUBRICS

GROUP MEMBER: _____

MY NAME: _____

Criteria	3- GOOD	2 – AVERAGE	1-WEAK
<i>GROUP CONTRIBUTION</i>	Group member was able to explain his/her culture topic very effectively. Student ensured that everyone was able to keep up with his/her explanation and asked if there were any questions during the presentation. Student also asked questions of other students when they presented.	Group member was able to explain his/her culture topic but may have left out one or two portions (i.e. didn't explain how the topic related to the unit) during their explanation.	Group member did not effectively explain his/her culture topic. The student read exactly out of the book and did not provide further explanation of the topic and how it relates to the unit.
<i>RESPECT</i>	Group member treated all members with respect and dignity. Student did not speak while any other person was speaking.	Group member was respectful to most of the other group members and did not talk while anyone else was speaking.	Group member may have interrupted, or did not fully listen to other group members. Student may have been doodling or not giving full attention to each presenter.
<i>EYE-CONTACT</i>	Group member made eye-contact with everyone often if not the entire time while explaining their culture topic.	Group member looked at others in the group with direct eye contact sometimes while speaking.	Group member rarely looked at other group members during the explanation and/or may have used his/her notes almost the entire time while explaining topic.
<i>COMPLETION OF TASK</i>	Group member completed the chart, created two true/false questions and presented them to the group, identified similarities and differences and related the culture topic to the objectives of the unit.	Group member completed most of the tasks (80%) of what was asked of them to best help their group members.	Group member did not complete most of the tasks. Group member may have been working on other things during the activity.
TOTAL : _____/12 pts.			

Now that you have graded each member of your group, evaluate yourself based on the following rubric and questions below.

Criteria	3- GOOD	2 – AVERAGE	1-WEAK
<i>GROUP CONTRIBUTION</i>	I was able to explain my culture topic very effectively. I ensured that everyone was able to keep up with my explanation and asked if there were any questions during the presentation.	I was able to explain my culture topic but may have left out one or two portions (i.e. didn't explain how the topic related to the unit) during my explanation.	I did not effectively explain my culture topic. I read exactly out of the book and did not provide further explanation of the topic and how it relates to the unit.

<i>RESPECT</i>	I treated all members with respect and dignity. I did not speak while any other person was speaking.	I was respectful to most of the other group members and did not talk while anyone else was speaking.	I may have interrupted, or did not fully listen to other group members. I may have been doodling or not giving full attention to each presenter.
<i>EYE-CONTACT</i>	I made eye-contact with everyone often if not the entire time while explaining my culture topic.	I looked at others in the group with direct eye contact sometimes while speaking.	I rarely looked at other group members during the explanation and/or may have used my notes almost the entire time while explaining topic.
<i>COMPLETION OF TASK</i>	I completed the chart, created two true/false questions and presented them to the group, identified similarities and differences and related the culture topic to the objectives of the unit.	I completed most of the tasks (80%) of what was asked of me to best help my group members understand my culture topic.	I did not complete most of the tasks. I may have been working on other things during the activity.
TOTAL : _____/12 pts.			

For each of the criterion in the rubric above, explain why you circled the level (3, 2, or 1) you did in complete sentences.

GROUP CONTRIBUTION:

INTERPERSONAL SKILLS:

COMPLETION OF TASK:

The most fun part of this assignment was _____.

The most challenging part of this assignment was _____.

If I were to do this assignment over I would _____.