Title of Project: Coming Full Circle: From Ohio to Spain and Back

I. Rationale:

We are taking students to Spain for a Spring break trip abroad and need to know how to prepare for it, what we will be doing while in Spain and how to read the metric system and convert to Euros in varied situations. The importance of this collaborative project relates to the real-life application of students successfully traveling in a foreign country. In order for students to take a proactive role in their experiences abroad, they must be active participants in the decisions leading up to the trip as well as those during and after the travel experience.

Summary:

The Spanish III classes will be creating an itinerary for the trip to Spain. Through critical thinking, the students will be planning the daily excursion. During class lessons each group will examine the history, culture and gastronomy of a particular region of Spain and determine to where the travelers should proceed: either the capital city or a prominent city. For each region, the group members will be able to decide between two cities for their excursion. Groups will take into consideration: available transportation, distance, sights and time. The students will be conducting research of primary sources, creating a PowerPoint presentation, citing sources and making an oral presentation to the Spanish classes. Throughout the project, the students will be responsible for meeting checkpoint deadlines, collaborating within their groups, collaborating with other groups, supplying information and supporting their positions.
The Foods for Life lessons will be focusing on the cuisine of Spain. The students will be learning about the history of Spanish food. They will also be learning about popular dishes, ingredients and the Spanish meal patterns. In addition, the Foods for Life class will examine different holidays and the traditional foods that correspond with each of the holidays. Since all of the regions of Spain are very different, the students will be placed in groups to research the cuisine of selected regions of Spain. Students will be given time in class to research the region, create a storyboard of the information to be included in the presentation and create the actual presentation. Each group will be required to create a PowerPoint presentation and compile a mini cookbook of at least five recipes from their region. They will then select one of the recipes to prepare during a food lab. The students will take digital pictures or video of the food product and how it is made during the lab, as this will be included in their final presentation. The finished food product will be shared with their classmates as they give their presentation. Each group will then select slides to share information on Spanish food to the math and Spanish classes during the large group presentation.

The Mathematics teacher will prepare lessons that will focus on conversions of metric measurements to English measurements and vice-versa. Investigation of lengths, volumes, weights, temperatures, and the European monetary system will help prepare students for the experiences they will encounter while in Spain. These lessons will also help ready the Foods for Life students for the conversions necessary to prepare the Spanish dishes before traveling abroad. The lessons will also prepare students for the conversions needed to navigate through Spain. After investigating the methods for each of the measurement conversion lessons the students will create a PowerPoint presentation and a quick reference sheet to instruct the Spanish and Foods for Life classes on conversion methods they will need on a daily basis in Spain. Upon finding
metric measurements in the Spanish classes or Foods for Life classes those will be forwarded to the mathematics class for conversion.

Once each of the three teachers has presented their classes with the needed information and the students have researched and created their portion of the slideshow, we all get together to consolidate the slideshows into one PowerPoint presentation. While in Spain, all the students must maintain a travel journal containing information on people, places, food, experiences and culture.

For technology, the classes will be using video and digital photos to prepare their presentations and to capture our experiences while in Spain. Critical thinking skills will be applied to prepare for all aspects of the Spanish trip. A wrap-up presentation will be created to share our experiences from abroad after our return.
References


