The purpose of the CPR project is to give 8th grade Spanish students an opportunity to make the Spanish language come alive by using it in real situations and to experience the cultures of different Spanish-speaking countries. One of the benefits of acquiring a new language is to learn about the people who speak it, and, thus make the language more meaningful to the student.

CPR involves independent work outside of the classroom on your own time. Each trimester 50 CPR points are due. This CPR work will take the place of the “special” Spanish project due each trimester.

This first trimester you will be given two CPR opportunities toward your 50 point total:
- 10 points - creative cover of your portfolio
- 15 points – Day of the Dead movie notes

You may turn in up to 10 points of extra credit (beyond the 50 required points) each trimester.

Portfolios are due:
- First Trimester: __________________________
- Second Trimester: _________________________
- Third Trimester: __________________________

LATE WORK WILL NOT BE ACCEPTED! NO EXCEPTIONS!

Point Values: Total possible points per projects are listed. See the attached list for many possible ideas. Fifty (50) points are required each trimester. No project may be repeated during the course of the school year. Up to ten (10) points of extra credit per trimester may be turned in. Five (5) points of extra credit will be awarded for early turn in dates.

Portfolio: All of your CPR work must be contained in a portfolio. Within the portfolio, each page needs to be placed in plastic sheet protectors. All new work should be presented in the front of your portfolio. Each portfolio will have your personal, creative cover. The cover should include your name, teacher’s name and section.

Work should be neat! No work in pencil will be accepted. Please use your computer. Remember to list all sources you have used. All work must be your own! Your work should be a reflection of your own ideas and talents. You may use as much Spanish as you wish in your portfolio.
Each project will include the following three, written sections with separate headings for each.

**ACTION:** Describe **in detail** what you did. Where? When? Who? How much time did you spend? Give as much detail as possible. Include exact dates and times of event. Include evidence of action such as ticket stubs, brochures, photos, scrapbook, video, class presentation, food you prepared to share in class, poster, etc. Include on each project a **parent signature**, confirming that you did your own work. Action connects you work to the community.

**CONNECTION:** Why is this important? Why did you choose this project? How does it relate to the culture? To which culture? What were your sources? (Cite the sources of information appropriately) Did it help you understand the language or the people who speak it? How? Connection connects your work to the class.

**REFLECTION:** What specifically did you learn? How did you feel? What are your impressions? Would you recommend this project to another student? Reflection connects your work to you.

I will expect each student to share at least one project experience with the class per trimester.

As part of your third trimester point title you MUST include a one-page reflection/personal response. This should include what you learned during the course of the year, which was your favorite project and why, and your opinion of the CPR portfolio, in general. This project response does NOT need an ACR page nor a grade sheet. It is worth ten (10) points.

**Grading:** you will be graded on the following:

- Neatness and following directions
- Action-Connection-Reflection
- Effort and creativity
- Completion of 50 possible points

REMEMBER to thank your parents for all their love, support, help and encouragement!
## CULTURAL PARTICIPATION AND RESEARCH
### PROJECT IDEAS

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Projects</th>
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<tbody>
<tr>
<td>10</td>
<td>TV in Spanish – Watch a program in Spanish. Describe the program and include a list of at least ten words that you recognize.</td>
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<tr>
<td>20</td>
<td>Cook a meal – Prepare and serve a meal with dishes from a Spanish-speaking country. Meal must include an appetizer, main course, side dish, drink and dessert. Include recipes also. May work in a group up to 3 people.</td>
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<tr>
<td>15</td>
<td>Prepare food for class – prepare traditional food in class such as, chocolate caliente, salsa, churros, guacamole, tapas, flan, tortillas (from scratch), gazpacho, cookies, etc. Bring enough to share a taste.</td>
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<tr>
<td>20</td>
<td>Attend a concert or performance – Provide ticket, brochure, pictures as evidence</td>
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<tr>
<td>15</td>
<td>Learn to play a song – on your guitar, piano, or other musical instrument. Provide musical score in portfolio.</td>
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<tr>
<td>15</td>
<td>Listen to a song in Spanish – write down as many of the words/lyrics that you can. (at least 10 words)</td>
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<tr>
<td>10</td>
<td>Rent a travel video of a Spanish-speaking country – take notes on the details of the video. You can watch a Travel Channel show, include program information.</td>
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<tr>
<td>10</td>
<td>Collect brochures, pamphlets, etc. – with cognates in it. Must have at least 10 cognates.</td>
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<tr>
<td>10</td>
<td>Take pictures of cognates you see – from signs, billboards. Must have at least 10 cognates.</td>
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<tr>
<td>25</td>
<td>Photograph what you see on a day trip to Tijuana, Rosarito Beach, etc. – must be a day trip or a trip up to 4 days. Make a scrapbook of the places you visit and see.</td>
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<tr>
<td>50</td>
<td>Take a trip to Mexico or another Spanish-speaking country – make a scrapbook of your trip. Keep a daily journal explaining what you do and see for at least 5 days. Must be a trip for 5 or more days.</td>
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<td>15</td>
<td>Write a skit or dialogue and videotape it. *Must have special permission to do this project. Script must be pre-approved by classroom teacher.</td>
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<tr>
<td>10</td>
<td>Read a Children’s book in Spanish</td>
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Read *Excelsior*, *La Opinión*, or other newspapers or magazines - find at least 20 cognates.

Cut out advertisements - Cut out at least ten from a Spanish newspaper or magazine.

Learn to dance the tango, flamenco, salsa, or other folkdance. This must be performed for the class.

Watch a televised soccer game in Spanish - Must record teams, score, colors, some key players.

Choreograph a Spanish song. Create a dance to a song of your choice.

Draw, sketch, paint—or reproduce art by Diego Rivera, Frida Kahlo, Pablo Picasso, Miro, Dali, El Greco, Goya, Botero, or Velazquez. You may choose another artist, but it must be approved by your teacher. You must include a paragraph about the artist and cite your source of information for this paragraph.

Create an illustrated alphabet book for children - Use all the Spanish letters. Make sure it's colorful and age-appropriate. Feel free to create one using a theme—animals, foods, etc. Must all be in Spanish.

Make an Ojo de Dios and research its importance. Provide your research in the portfolio. Cite your sources properly.

Research a world leader (past or present) of a Spanish-speaking country. Write a one page report on the leader. Provide your internet research and cite your sources properly.

Order in Spanish - At a Mexican, Spanish, Cuban, Guatemalan, Peruvian, etc. restaurant, order your meal in Spanish. Ask your waiter/waitress to provide proof that you did this with a note or signature.

Write a poem in Spanish – Must be at least 10 lines long. Please do not use an online translator.

Listen to Spanish music – Go to the Spanish section of a music store and make a list of what you find there. Which performer appeals to you? Give names of artists, names of their CDs and a list of at least 10 songs.

Watch a Movie - involving Hispanic Culture. For example, *Stand and Deliver*, *Evita*, *La Bamba*, *Spanglish*, *Fools Rush In*, *The Mission* (only with parental permission!) See your teacher for other possible movies.

Photograph examples of Spanish-influenced architecture. Do research on the architecture. Must have at least 10 photographs.
Day of the Dead ofrenda – Make an ofrenda honoring a famous person or relative who has died. See teacher for approval. Must present proof of project. Provide pictures or set up the ofrenda in class.

Watch 10 Spanish commercials – Make a list of the products, words and phrases you understand. Include information about the program you watch, channel, what time, etc.

Make a Papel Picado banner – Include research about origin and uses. Banner must be at least 3 sheets of tissue paper and must be connected.

Make a map of a Spanish speaking country – In a creative way make a map including capital, cities, main rivers, lakes, mountain ranges and any other items of importance. The entire map must be done in a medium other than paper, ink or crayons. (no cake!)

Read about a Spanish speaking country or concerns – Discuss the article with your family and provide article and discussion notes in portfolio – just like “noticias”.

Attend a cultural event or exhibit – Visit a museum, performance, quinceañera, church service, Olvera Street, Bowers Museum, the Latin American Museum (Long Beach), a mission, San Juan Capistrano Living History Museum (once a month), a Spanish-speaking business- bakery, grocery market, or tortilla factory.

Spanish Heritage Month September 15-October 15 – Look for special TV program on the History Channel or Public Access tv and watch the program. Take notes on what you learn.

Research a city or point of interest in a Spanish-speaking country – Include your notes and a one page written report. Must include works cited and illustrations.

Research various Native American tribes such as the Aztecs, Maya, Olmec, Toltec or Incas. Include your research notes, a one page written report and a works cited list.

Sew a piece of traditional clothing. Research colors and symbols used in the clothing and provide this research.

Plan the ideal trip to a Spanish-speaking country – Include a detailed itinerary, prices, places to stay, places to eat, activities, etc. May include brochures, postcards, pictures, etc. The trip should be at least 5 days long.

Sew a flag of a Spanish-speaking country – Research symbols and colors. Include this information in portfolio.

Make a piñata – Research significance. Bring piñata to class.