

Question 13 Responses

<p>I teach beginning level Spanish, and the majority of the time, we are focusing on beginning grammar and vocabulary. However, we do look at the news online and discuss it as best as we are able in the target language. By the end of the year, I have students write opinions in the target language on a current event that is occurring in Latin America or Spain. Then we discuss the culture around the events.</p>
<p>I teach Chinua Achebe's Book: Things Fall Apart. It is about the destruction of Nigerian culture due to English Imperialism. Students wrote a research paper about an African Country of their choosing that was also colonized by the west. They looked at similarities between the novel and their country being careful to note the impact on religion, government, culture and relationships. This allowed students to take a fictional story and see its relevance and meaning in their actual world.</p>
<p>Everything we do here is cross-curricular - incorporating information literacy skills into the content areas. :)</p>
<p>The SEARCH program had its first "Geography Night" this year, which focused on not only geography but world cultures, resources, and problems.</p>
<p>www.teachengineering.org Unit on Natural Disasters: We were studying earthquakes at the time of the large quake in Japan last year. We discussed implications of damage to the nuclear reactors, how that would affect the world, economic markets and food production, and discussed geography of Japan in contrast to the US.</p>
<p>I've done a project on well-known French speakers several times. The kids come up with people from all over the spectrum. We've had scientists, doctors, rock stars, artists and lots of others.</p>
<p>Unfortunately I haven't had the chance to do that since 9th grade moved up to the high schools.</p>
<p>See Question 12. It is also cross-curricular with history and geography.</p>