“ESTUDIANTES DE ESPAÑOL SUSTENTABLES”
(Sustainable Spanish Students)

Tara Rojas
Leeward Community College
Asst. Professor of Spanish
Tara Rojas is an Assistant Professor of Spanish at Leeward Community College and is also a member of Leeward CC's Sustainability Committee, International Education Week Committee, and Global Studies program. She is passionate about two things—Spanish and Sustainability—and decided to combine the two to create “Estudiantes de Español Sustentables (Sustainable Spanish Students)”. Tara incorporated sustainability into her Spanish-language curriculum to reflect the importance of the local food-and-local sustainability-movement that is happening not only here in the islands, in our UH System, and on our own Leeward CC campus but also on a national and international level. She designed her classes this semester around real-world and problem-based activities to help the students see the practical application of the information learned in addition to allowing them to venture outside and take their learning beyond the classroom walls. Tara also implemented current teaching methodologies and technology to assist students in achieving their goals. Interdisciplinary, campus-, and community-partner interactions are also a part of this Sustainable Spanish Student experience. The themes unifying the semester’s activities focus on “food, (indigenous) cultures, (Spanish) language, and sustainability.”
REAL-WORLD LEARNING
PROBLEM-BASED LEARNING
21ST CENTURY SKILLS
FLIPPED CLASSROOM
LAULIMA - SPAN 101-202

(https://laulima.hawaii.edu/portal)

SPRING 2013
**PASO 2 = Investigación Individual #1/#2 (Research - Information Gathering) (40 pts. - 2.5% de 20% total)**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Posts</th>
<th>Author</th>
<th>Last message</th>
<th>Check All Marked as Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRUPO - Madre Chocolate (Daisy, Cody, Maria, Rob, Tasha)</td>
<td>5</td>
<td>Tara Reyes</td>
<td>2/29/2013 2:56 PM</td>
<td></td>
</tr>
<tr>
<td>GRUPO - Jose De Cuba (Erika, Mike, Hailey, Yvonne, Marley)</td>
<td>5</td>
<td>Tara Reyes</td>
<td>2/29/2013 2:56 PM</td>
<td></td>
</tr>
<tr>
<td>GRUPO - Menchito de la Raza (Margaret, Cammy, Nupur, Andrew, Anulina)</td>
<td>7</td>
<td>Tara Reyes</td>
<td>2/29/2013 2:56 PM</td>
<td></td>
</tr>
<tr>
<td>GRUPO - Mara Price (Nick, Briar, Panda, Senita, Dayna)</td>
<td>7</td>
<td>Tara Reyes</td>
<td>2/29/2013 2:56 PM</td>
<td></td>
</tr>
</tbody>
</table>
“ESTUDIANTES DE ESPAÑOL SUSTENTABLES (Sustainable Spanish Students)”

**VISION =** Abrir un nuevo mundo de oportunidades para los estudiantes por medio del aprendizaje del español.
VISION = Open a world of opportunities for students through learning the Spanish language.

**MISIÓN =** Crear estudiantes de español educados, informados y apasionados sobre la sustentabilidad para poder ayudar y educar a los demás sobre su importancia.
MISSION = Create Spanish students who are educated, informed, and passionate about sustainability and are able to use the language and knowledge learned to help and educate others about its importance.

**META - TEMA =** Busquen recursos que traten de los papeles de la comida (su contribución al bienestar físico, mental, espiritual, social y/o económico) en la vida de las culturas indígenas (la de los hawaianos* y/o la de los de Latinoamérica) y su conexión inherente con la sustentabilidad.
GOAL - THEME = Look for resources that deal with the role(s) of food (and its contribution to the physical, mental, spiritual, social, and/or economic well-being) in the lives of indigenous cultures (in particular Hawaiian culture and/or those of Latin America) and its inherent connection to sustainability.

- *Incluido está el movimiento actual de apoyar la economía local y/o reavivar las prácticas y las costumbres antiguas de los hawaianos. Included is the current local food movement and/or the movement to revive the traditional practices and customs of ancient Hawaiians.
- recursos: libros (LibGuide), artículos y/o páginas web (Internet), películas/videos, personas, eventos

= [libro]: título y número de ubicación  
= [artículo/página web]: dirección de Internet  
= [película/video]: título, productor/compañía, lugar/medio de acceso  
= [persona]: nombre, título, área de experiencia  
= [evento]: nombre del evento, lugar, la fecha

**OBJETIVOS =**
1 - Desarrollar su conocimiento del tema de sustentabilidad y en particular por medio del aprendizaje de los diferentes roles de la comida en las culturas indígenas.  
to develop knowledge about sustainability and in particular through the roles of food in indigenous cultures
2 - Incrementar su vocabulario aprendiendo nuevas palabras relacionadas con la sustentabilidad, la comida y la cultura indígena.  
to build vocabulary through the study of sustainability, food, and indigenous culture
3 - Enlazar la cultura indígena hawaiana con las culturas indígenas de Latinoamérica haciendo una comparación cultural.  
to connect the Hawaiian culture with indigenous cultures in Latin America through cross-cultural comparison
4 - Fomentar y apoyar la habilidad del pensamiento crítico por medio de la investigación y la participación activa con la comunidad, expertos en la materia y otros recursos.  
to promote and support critical thinking skills through research and active participation with the community, knowledge experts, and other resources
5 - Desarrollar y fomentar las habilidades del siglo XXI por medio de la incorporación de la tecnología y el aprendizaje estilo "real world".  
to develop and promote 21st Century skills through the incorporation of technology and real-world learning
FIELD OF DREAMS

YOU CAN'T SPELL ALOHA WITHOUT HALOA

La pequeña semilla para crecer, tenía que ser dejada en la tierra, cubierta de la oscuridad y luchar por alcanzar la luz.
SAVE THE EARTH
It's the only planet with
CHOCOLATE
México es un país con una gran diversidad de plantas usadas en la agricultura a nivel mundial. Aquí nacieron especies como el maíz, el frijol, el chile o el jitomate. Vivimos en uno de los 4 lugares del mundo con mayor diversidad genética de algunos de los cultivos más importantes que sirven para alimentar a la humanidad. La introducción de transgénicos es una amenaza para dicha diversidad.

Se estima que 118 especies de plantas de interés para la humanidad tienen su centro de origen y/o diversidad en México. Algunas de ellas son el maíz, la calabaza, el cacao, el maguey o el aguacate, entre muchas otras más.

mexicolibredetransgenicos.org

Set up a Draw it

Write drawing instructions for students in the box below.

Circle the indigenous food ingredient from México.

Or choose any of these options below:

Browse my files
From Dropbox
COURSE DESCRIPTION:
Basic structures of the Spanish language emphasizing speaking and writing, and comprehension in listening and reading. Through practice in class and drills in the Learning Resource Center, the student learns to use the basic structures of Spanish without hesitation. (3 credits) Prerequisite: None.

RECOMMENDED PREPARATION:
ENG 22 with a grade of C or better or equivalent.

STUDENT LEARNING OUTCOMES:
Student Learning Outcomes:
Elementary Spanish I emphasizes the acquisition of basic communication skills including the pronunciation, vocabulary and grammatical structures required to understand, speak, read and write Spanish adequate for basic communication in routine activities. Upon completion of Elementary Spanish I, students will be able to:

1. Correctly use the vocabulary in both speaking and writing based on the material covered in the course
2. Correctly use the grammar in both speaking and writing based on the material covered in the course
TRADITIONAL – SPANISH COURSE

“FLIPPED” – SPANISH COURSE
TRADITIONAL – RESOURCES:
<table>
<thead>
<tr>
<th>Texto (Rumbos) + videos de Señor Jordan/página web de Fred Jehle + WBLM-QUIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparación ANTES DE la siguiente clase</strong>……</td>
</tr>
<tr>
<td><strong>Leer en el libro:</strong></td>
</tr>
<tr>
<td>Ver los vídeos y/o leer la página web:</td>
</tr>
<tr>
<td><strong>Hacer las actividades en el libro</strong>…… ANTES DE la clase……</td>
</tr>
<tr>
<td><strong>Hacer las actividades en el WBLM</strong>…… DESPUÉS DE la clase……</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RUMBOS_Cap.5</th>
<th>RUMBOS_Cap.5</th>
<th>QUIA_Cap.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Señor Jordan</td>
<td>Señor Jordan</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.se%C3%B1orjordan.com">www.señorjordan.com</a></td>
<td><a href="http://users.ipfw.edu/jehle">users.ipfw.edu/jehle</a></td>
<td></td>
</tr>
<tr>
<td><em>(videos)</em></td>
<td><em>(videos)</em></td>
<td><em>(videos)</em></td>
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<td><em>(index)</em> <em>(gram)</em> <em>(verb)</em></td>
<td><em>(index)</em> <em>(gram)</em> <em>(verb)</em></td>
<td><em>(index)</em> <em>(gram)</em> <em>(verb)</em></td>
</tr>
</tbody>
</table>

**LA CLAVE (KEY):**
- amarillo = lo que sigue (what's coming up/to do)
- rojo = lo que hay que hacer en el WBLM (after class WBLM activities/to do)
- rosa = lo que cubrimos (what we covered/finished)

**COVERED ON:** (viernes, 22 de feb.)
- pp.170-171: La página principal
  - España

**COVERED ON:** (viernes, 22 de feb.)
- (lunes, 25 de feb.)
- pp.174-175 (p.209): Vocabulario 1
  - La aparición física y el carácter [A.S.7]

**COVERED ON:**
- pp.178-179: Perspectiva I
  - Nuestra imagen y los píropos

**COVERED ON:**
- Vocabulario 1
  - p.176: ¡A Practicar! - #4, 5

**COVERED ON:**
- Perspectiva I
  - pp.178-181: Anticipación - #10
    - Comprensión - #11;
    - Entre culturas - #12, 13, 14
  - p.181: Extensión - #15

**DUE BY:** (dom. 10 de marzo-11:59p)
- [Autopregunta]
<table>
<thead>
<tr>
<th>Videos Básicos</th>
<th>Videos avanzados</th>
</tr>
</thead>
<tbody>
<tr>
<td>These are the organized videos for more basic lessons (year 1).</td>
<td>These are the more advanced videos. (year 2)</td>
</tr>
<tr>
<td>1. Basic Conversation</td>
<td>1. Reflexives (part 1)</td>
</tr>
<tr>
<td>2. Basic Conversation (part 2)</td>
<td>2. Reflexives (part 2): Stem-Changers</td>
</tr>
<tr>
<td>4. El alfabeto</td>
<td>4. Antes de / Después de + verb</td>
</tr>
<tr>
<td>5. Numbers 1-15</td>
<td>5. Antes de / Después de + verb (part 2) with reflexive</td>
</tr>
<tr>
<td>7. Numbers 31-100</td>
<td>7. Preterite -AR verbs: GAR, CAR, TAR</td>
</tr>
<tr>
<td>8. Days of the Week</td>
<td>8. Preterite regular -ER verbs</td>
</tr>
<tr>
<td>10. Me gusta (parte 1)</td>
<td>10. Demonstrative Adjectives (part 1): This &amp; That</td>
</tr>
<tr>
<td>11. Me gusta (parte 2)</td>
<td>11. Demonstrative Adjectives (part 2): This &amp; These: That &amp; Those</td>
</tr>
<tr>
<td>12. ¿Cómo eres? — Describing your personality (part 1)</td>
<td>12. Demonstrative Pronouns</td>
</tr>
<tr>
<td>14. ¿Qué hora es? — Telling time (part 1)</td>
<td>14. Present: Conocer (to know)</td>
</tr>
<tr>
<td>15. ¿Qué hora es? — Telling time (part 2)</td>
<td>15. Present: Saber (to know)</td>
</tr>
<tr>
<td>16. ¿Qué hora es? — Telling time (part 3)</td>
<td>16. Present: saber vs. conocer</td>
</tr>
<tr>
<td>17. A qué hora...?</td>
<td>17. Preterite — irregulars — ir &amp; ser</td>
</tr>
<tr>
<td>18. Personal Pronouns</td>
<td>18. Preterite — irregulars — hacer</td>
</tr>
<tr>
<td>27. Present Tense -IR + places vocabulary</td>
<td>27. Preterite — irregulars — ver &amp; dar</td>
</tr>
<tr>
<td>30. Present Tense — Con</td>
<td>30. Preterite — IR; Stem-Changers (o-u)</td>
</tr>
<tr>
<td>31. Present Tense — Estar + emotions</td>
<td>31. Preterite — IR; Stem-changers (o-o)</td>
</tr>
<tr>
<td>32. VOCABULARIO — Las frutas &amp; gustar</td>
<td>32. Imperfect — AR verbs</td>
</tr>
<tr>
<td>33. VOCABULARIO — Verduras</td>
<td>33. Imperfect — ER / IR verbs</td>
</tr>
<tr>
<td>34. Present Tense — Regular -ER verbs</td>
<td>34. Imperfect — irregular verbs ir, ser, ver</td>
</tr>
<tr>
<td>35. Present Tense — tener</td>
<td>35. Imperfect vs. Preterite</td>
</tr>
<tr>
<td>37. VOCABULARIO — La familia</td>
<td>37. ¿Qué? vs. ¿cómo?</td>
</tr>
<tr>
<td>38. VOCABULARIO — La ropa</td>
<td>38. Por vs. Para</td>
</tr>
<tr>
<td>40. Direct Objects (Yo, la, los, las)</td>
<td>40. Hay que (infinitive)</td>
</tr>
<tr>
<td>41. Possessive adjectives (part 1): mi(s), tu(s), sus(s)</td>
<td>41. Direct objects (parte 2)</td>
</tr>
<tr>
<td>42. Direct Objects (parte 3): Attaching Direct Objects</td>
<td>43. Indirect Objects ¡Nuevos!</td>
</tr>
</tbody>
</table>
Set up a live poll

Fill in the poll question and possible answers below.

1. What is a “flipped” classroom?
   1.1 All the students stand on their head.
   1.2 All the students do backflips.
   1.3 Blended learning using technology for more...
LeeWard Community College
Language Arts Division
Spring 2013 - Spanish 101 (Elementary Spanish I)

Final Masterpiece Presentation

[MWF 12pm class]
Monday, April 22, 2013
12:00 - 12:50pm**
Student Lounge

**We will be sharing this time slot with the HAW 202 class.

GRADING SYSTEM:

NOTE: The instructor reserves the right to make any exceptions, modifications and/or changes to the syllabus at any time. You agree to this upon signing the Class Contract.

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Real World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Contract: required for a grade may earn 2 max.</td>
<td>Participation / Resource Support Group - Forms: Support Group - Forms:</td>
</tr>
<tr>
<td>Pre-Test - credit: mandatory - 5%</td>
<td>10% + 10 = 550pts List 10 + 70 + 20 = 100pts</td>
</tr>
<tr>
<td>Post-Test - graded total average: mandatory - 10%</td>
<td>Minor masterpieces-written average of total pts. earned Minor masterpieces-written average of total pts. earned</td>
</tr>
<tr>
<td>WBLM (best 5 of 6) ave-100 x 5 = 500 pts</td>
<td>20% Minor masterpieces-written average of total pts. earned Minor masterpieces-written average of total pts. earned</td>
</tr>
<tr>
<td>Info. Fest. (best 5 of 6) ave-100 x 5 = 500 pts</td>
<td>10% Final masterpiece average of total pts. earned 20%</td>
</tr>
</tbody>
</table>

Extra Credit Opportunities (100 pts. max.) up to 5%

Optional Extra Credit Activities:
The best way to learn a language and culture is to immerse yourself in it and live it—especially outside of class. You have to go the extra mile especially because we live here in Hawaii. However, it is possible to accomplish this as I speak from personal experience. I am living proof that reaching your Spanish-related dreams can become reality.

My advice: find your own extra (credit) ways to immerse yourself and live the language outside of class—being true to yourself, your interests and your passions. You can do the suggestions listed below or be creative and let me know if you think of your own.

SUGGESTIONS:

(In the LRC) - Spanish Conversation Groups with Native Speakers
(Written reports of 1-5 pts.) - watching videos; reading books, newspaper or magazine articles; visiting Hispanic businesses/establishments; attending Hispanic events (in Spanish)
(In class) - poems, songs, playing an instrument; food; cultural presentations

[Point values for extra credit activities range from 5-20 pts.]

You can earn up to 5% of your final grade by accumulating 100 points in extra credit. The deadline to complete/submit extra credit is the last day of the semester.

If activities will take up valuable class time then instructor approval is needed first.

There is no guarantee that a day/time will be available during the end of the semester so plan ahead.
REAL-WORLD – SPANISH COURSE
REAL WORLD – RESOURCES:
COURSE DESCRIPTION:
Basic structures of the Spanish language emphasizing speaking and writing, and comprehension in listening and reading. Through practice in class and drills in the Learning Resource Center, the student learns to use the basic structures of Spanish without hesitation. (3 credits) Prerequisite: None.

RECOMMENDED PREPARATION:
ENG 22 with a grade of C or better or equivalent.

STUDENT LEARNING OUTCOMES:
Student Learning Outcomes:
Elementary Spanish I emphasizes the acquisition of basic communication skills including the pronunciation, vocabulary and grammatical structures required to understand, speak, read and write Spanish adequate for basic communication in routine activities. Upon completion of Elementary Spanish I, students will be able to:

1. Correctly use the vocabulary in both speaking and writing based on the material covered in the course
2. Correctly use the grammar in both speaking and writing based on the material covered in the course
COURSE CONTENT:
The vocabulary and the grammar structures mentioned in the Student Learning Outcomes are practiced throughout the semester in Elementary Spanish I.

Oral and written communicative skills, grammar and culture will be covered in each class period throughout the semester. These are integrated and inseparable and 100% of the time will be devoted to all three. To learn a simple greeting on the first day of class, for example, the student must learn the vocabulary and grammatical structures involved and how to pronounce them, as well as appropriate cultural behavior such as degrees of formality and the importance of physical contact (shaking hands, abrazo, etc.) in Hispanic culture.

IMPORTANT CLASS INFORMATION:
This is a traditional and web-enhanced language class geared towards 21st Century skills which also incorporates real world, problem based, and self-directed learning (i.e. partially "flipped" classroom instruction). As in traditional classes students are required to attend class sessions, complete required work both before and after class, actively participate in class discussions and activities, and study at least 1-2 hours per credit hour (3-6 hrs./wk.) outside of class. Technology use in this class is vital and necessary in the delivery of instruction and assignments in addition to students accessing this information and completing assignments. Real world and problem based learning requires that students learn through teamwork, collaboration, research and investigation, problem-solving, interaction beyond classroom walls, and product creation.

LANGUAGE CLASS EXPECTATIONS:
Every language is unique, interesting, beautiful, and necessary for communication. Every language has culture. Being in this class means that *you choose to learn the Spanish language and culture. Learning a new language and culture is a process which requires lots of repetition, practice, and time = "commitment. Although some of you have already started this process (in high school, with family/friends, travelling, etc.) and some of you have not (true beginners), everyone must contribute in making the class atmosphere a comfortable one in which we learn together. *Respect for your classmates and your instructor, active participation in/out of class, and an *open-mind/positive attitude are required of you throughout the *entire semester. You will be challenged on occasions to step *outside of your comfort zone in order to achieve awareness, fluency, and understanding of the Spanish language and culture...enjoy these moments as they are learning opportunities. Understand that *Spanish will be used a majority of the time in order to accustom you to the sounds and structures of the language. Body language, gestures, intonation, cognates, and context will all help you to understand what is being said versus doing a literal word-for-word Spanish-to-English translation in your mind. Again, since learning a language is mainly about *communication, it is expected that *you use the language in class as well. Be courageous, take a chance, and remember that errors are normal in language learning.

REMEMBER THESE TWO IMPORTANT POINTS TO BE SUCCESSFUL IN THIS CLASS:
"YOU NEED TO HAVE I.M.P. AND T.E.A.M."
I.M.P. = interés, motivación, perseverancia
T.E.A.M. = tiempo, energía, actitud positiva, maneras (de conseguir tus metas)
ways/mean (to achieve your goals)
# 2013 Spring - Semester Agenda

**Week(s)** | **Group Formation:** | **Preparation - Introductory Steps:** | **Research - Information Gathering:** | **Interview:** | **Flyer:** | **Learning Commons:** | **Final Masterpiece:**
--- | --- | --- | --- | --- | --- | --- | ---
2-3 | Form Groups | Fill out Contact Information (10 pts.) | Attend Library Research Presentation | Write Letter Requesting Interview (2 drafts recommended*) | Create/ Present Format - Visual for Flyer (2 drafts*) | Create Visual for Learning Commons Display | First draft |
2-3 | Familiarize everyone with Group Dynamics | Write/Respond to Personal Introduction (70 pts.) | Research - Resource Gathering #1 (20 pts.) | Write Questions for Interview | Include Event Title | Write Summary (blurb) for Learning Commons Display (2 drafts*) | Second draft |
2-4 | Familiarize everyone with Technology | Create Group Policy (20 pts.) | Research - Resource Gathering #2 (20 pts.) | Conduct Interview | Include Schedule of Events | Record/Post Oral Presentation | Practice- Preparation |
| | | | Choose topic/Focus | Summarize results | Include Participating Classes (HAW 202, SPAN 101-202) | Set-up display | Final Masterpiece - MONDAY, APRIL 22nd / TUESDAY, APRIL 23rd |
| | **LAUIMA - PASO 1:** | **LAUIMA - PASO 2:** | **LAUIMA - PASO 3:** | **LAUIMA - PASO 3:** | **LAUIMA - PASO 3:** | **LAUIMA - PASO 4:** | **LAUIMA - PASO 4:** |
| | | | OBRA MASTRA MENOR - #1 (11%) | OBRA MASTRA MENOR - #2 (2%) | OBRA MASTRA MENOR - #3 (7%) | OBRA MASTRA FINAL (17.5%) (20%) | **|
EVALUATION REFLECTION:
GROUP LOG FORM:
- (Group Leaders are responsible for maintaining and turning in the Group Log. = Page 1 of 2)
- (All group members must fill out the evaluation section – each person is evaluated on level of participation. = Page 2 of 2)

PROCESS (VISUAL) OF REAL-WORLD ACTIVITIES:

STEP ONE:

INDIVIDUAL PREPARATION – WITHIN YOUR GROUPS:

Google Doc #1 – Group Contact Information
Google Doc #2 – Group Personal Introduction
Google Doc #3 – Group Policy

STEP TWO:

INDIVIDUAL PRELIMINARY RESEARCH – WITHIN YOUR GROUPS:

Read and familiarize yourself with our “Mission, Vision, and Objectives”
Research and list two food sustainability related resources (1-Eng & 1-Span)
Answer the five questions

STEP THREE AND FOUR:

GROUPS MASTERPIECES – MINOR AND FINAL:

LETTERS AND INTERVIEW* [14%]:
- Letter = 2% (written)
- Questions
- Interview* = 5% (*oral)
- Summary = 2% (written)
- Thank You Letter (*recorded) = 2% (written)

FLYER [2%]:
- Visual
- Title of event
/ Schedules of events
/ Guest speakers’ bio
/ topic of presentation
/ Slogan/Catch-phrase = 2% (written)

LIBRARY DISPLAY [7%]:
- Visual
- Short summary (blurb) = 2% (written)
- Oral presentation* = 5% (*oral)

FINAL MASTERPIECE [20%]:
- Research (Prelim. - indiv.) = 2.5%
- Visual = 2.5%
- Written = 5%
- Oral presentation = 10% (*recorded)

STEP FIVE:

CONCLUSION:

Fill out – Real World Course Feedback Survey
Wrap-up session with Profesora Rojas
PASO 3 = Obras maestras menores - (Minor Masterpieces) (20%)
REAL WORLD – MINOR MASTERPIECE #1
“LETTER/INTERVIEW”
(w/campus- or community partner)
13 de marzo del 2013

Buenas tardes Profesora Sagliano,


Estamos la comida indígena y la sustentabilidad. Nosotros buscamos la comida orgánica de Hawaii en el restaurante Town of Kaimuki. Towa compra la comida de Mā'o Farms. Nosotros deseamos preguntarle a usted unas preguntas sobre la comida orgánica, la comida indígena y de la cultura.

Nosotros deseamos hablar con usted. ¿Tiene tiempo? ¿Qué día y qué hora está bien? Puede hablar con nosotros al o al email d  

¡Muchas Gracias!
Atentamente,

Panda, Nick, Brian y Dayna
13 de marzo del 2013

Buenas tardes Profesora Sagiano,


Estudiamos la comida indígena y la sostenibilidad. Nosotros buscamos la comida orgánica de Hawaii en el restaurante Town de Kaimuki. Town compra la comida de Ma'o Farms. Nosotros deseamos preguntarle a usted unas preguntas sobre la comida orgánica, la comida indígena y de la cultura.

Nosotros deseamos hablar con usted. ¿Tiene tiempo? ¿Qué día y qué hora está bien? Puede hablar con nosotros al 3939 o al email pan@hawaii.edu.

¡Muchas gracias!
Atentamente,

Pana, Nick, Brian y Dayna
ENG 209 BUSINESS WRITING peer review—SPANISH 101
“LETTERS/INTERVIEW”
(with Campus Partner)
April 7, 2013

Leeward Community College
96-945 Ale Ike
Pearl City, Hawaii 96782

Good afternoon Professor Sagliano,

How are you? We are students at the University of Hawaii at Leeward Community College. We are Brian, Dayna, Nick, and Panda. We desire to speak Spanish well. Brian’s passion is life. Dayna’s passion is working. Nick’s passion is basketball. Panda’s passion is singing. We are taking Spanish Language on Monday, Wednesday, and Fridays with Professor Rojas.

We are studying indigenous foods and sustainability. We are looking at organic foods in Hawaii at Town the restaurant in Kaimuki. Town buys food of Ma’o Farms. We want to ask you a few questions about organic foods, indigenous foods, and of the culture.

We want to speak with you. Do you have a particular time? What is a good time and day? Please speak with us at 4444 or email rojas@hawaii.edu.

Thank you.

Sincerely,

Panda, Nick, Brian, and Dayna
# REQUEST LETTER PEER FEEDBACK

ENGLISH 209 (Business Writing) • SPANISH 101 • SPRING 2013

Request Letter written by (SPAN students):

Critique provided by (ENG students):

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>[<em>Overall result: Spanish class - real-world rubric</em>] =</th>
<th>Does not achieve</th>
<th>Achieves somewhat</th>
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<tbody>
<tr>
<td><strong>Content</strong></td>
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<tr>
<td>Document has a clear, identified purpose.</td>
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<tr>
<td>Writer’s message is evident and relevant (to audience).</td>
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<td>Document establishes credibility by including all crucial information/sections.</td>
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<td>Writer’s points are each supported with ample, thoughtful evidence/details.</td>
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<td><strong>OUTCOMES</strong></td>
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<td><strong>Organization and formatting</strong></td>
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<tr>
<td>Document is divided appropriately into paragraphs/sections.</td>
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<td>Sentences are organized logically, joined with effective transitions.</td>
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<td>Headings and/or bullets/numbers are used where appropriate, effectively.</td>
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<tr>
<td><strong>Professionalism</strong></td>
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<td>Document style is &quot;welcoming&quot; in terms of appearance (i.e., clean, concise).</td>
<td>0 / 2</td>
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<td>Wording and tone are appropriate to the audience and document’s content/focus.</td>
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<td>Document is free of grammatical/mechanical errors (spelling, punctuation, etc.).</td>
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**TOTAL [x/100]:**

*Based on the average of English 209 students’ evaluation scores.*

**Comments / suggestions:**
REAL WORLD – MINOR MASTERPIECE #2

“EARTH WEEK 2013 FLYER”

[Title: Food Sustainability in Hawai’i and Beyond – Connections between Land, (Indigenous) Cultures, and Language]
¡Celebración: semana de la tierra!

Martes, 22 de abril del 2013

9:45-10:00: Esp 202 = Obras Maestras Finales
10:00-10:15: Esp 201 = Obras Maestras Finales
10:15-10:50: Esp 102 = Obras Maestras Finales
10:45-11:45: Gholam Khaleghi, Profesor de Economía
11:45-12:30: Rayo 201 = Proyectos Finales
12:30-1:15: Rayo 201 y Esp 101 = Obras Maestras Finales

*Presentador: Gholam Khaleghi*

*Preparar para los trabajos en la futura*

*Going Green* es importante en el futuro. Los estudiantes comprenden sobre las responsabilidades sociales y la sostenibilidad del medio ambiente.

Earth Week Celebration!

Lunes, 22 de abril, 2013

9:00-9:45: Español 202 = Final Masterpieces
10:00-10:45: Español 102 = Final Masterpieces
11:00-11:50: Rayo 201 = Final Masterpieces
12:00-12:50: Rayo 202 y Español 101 = Final Masterpieces

*Presenting Gholam Khaleghi*

*How to prepare for the future jobs*

*Going Green* is important for our future. Helping students understand the connection between social responsibility and environmental sustainability.
La Semana de Tierra del 2013
Todos Bienvenidos!

Héctor Valenzuela
10:00-10:50
"Las granjas pequeñas, la agroecología y el futuro de agricultura en Hawai’i."

Glenn Martínez
10:00-10:50
"Acuaponía, manera de la ciudad para ayudar a alimentar a sí misma."

Héctor Valenzuela es Profesor y especialista de extensión en la Universidad de Hawai’i en la Facultad de Agricultura Tropical y Recursos Humanos, Dr. Valenzuela enseña programas educacionales que asisten a los agricultores comerciales en el Estado y es un firme partidario de granjas familiares y de agriculturas orgánicas y sustentables prácticas.

Glenn Martínez es dueño del Jardín de Okolona. La especialidad de su negocio es la acuaponía. Se hablará sobre cómo las ciudades apoyan la producción de comida para la sostenibilidad. Se mencionará que cualquier persona puede hacer la acuaponía. Es un buen negocio también. La gente entenderá la importancia de una vida saludable.

Earth Week 2013
Everyone welcome!

Héctor Valenzuela
10:00-10:50
"Acuaponía, a way for the city to help feed itself."

Glenn Martínez
10:00-10:50
"Acuaponics, a way for the city to help feed itself."

Glenn Martínez es el dueño de Okolona Gardens and a specialist in Aquaponics gardening. Aquaponics is the process of taking the water from fish tanks and recirculating it through veggie plants to clean and purify it. It is important for cities to engage in the food production to insure their own healthy survival. Anyone can do aquaponics, and it can be a very successful business!

Where: Leeward CC Student Lounge
When: April 24-26, 2013

MONDAY, April 22, 2013
10:30-11:30am: SPAN 102 students - Intermediate Spanish II - Sustainable Spanish Students “Final Masterpiece presentation”
11:00-11:30am: HAW 201 students - Intermediate Hawaiian I - Final Projects
11:45-12:15pm: HAW 201 students - Intermediate Hawaiian I - Final Projects
SPAN 101 students - Elementary Spanish I - Sustainable Spanish Students “Final Masterpiece presentations”

TUESDAY, April 23, 2013
10:30-11:30am: SPAN 101 students - Intermediate Spanish I - Sustainable Spanish Students “Final Masterpiece presentations”
11:45-12:15pm: Glenn Martínez - "How To Prepare for the Future Of Jobs"
CELEBRACIÓN DE SEMANA DE LA TIERRA 2013

"Sostenibilidad alimenticia en Hawai’i y más allá - Las conexiones entre la tierra, las culturas indígenas y la lengua"

24 de abril del 2013, 12:00-12:50 de la tarde

Nat Bletter es el confundador de Madre Chocolate. Tiene quince años de experiencia en la botánica y tiene un doctorado en etnobotánica de la Universidad de La Ciudad de Nueva York y del Jardín Botánico. Madre Chocolate es una compañía que utiliza un ingrediente tradicional que contiene antioxidantes. Nat trabaja en la Universidad de Hawai Manoa. Él utiliza su investigación para crear su propio chocolate.

David Elliott es cofundador de Madre Chocolate. Viaja y promueve comidas deliciosas. David vivió medio año en México, la ciudad de la Oaxaca y probó chocolates tradicionales. El creyó que una compañía de chocolate con una misión social puede impactar las vidas de los agricultores de cacao y sus comunidades.

Martha Sánchez es dueña del Mercado de la Raza. Ella planea explicar cómo utilizar el chile que no incluye cocinar o comer. Ella planea dejar que los estudiantes puedan tocar, oler y saborear los chiles también.

"La historia de chocolate y su evolución de fruta a mole a bebida a barra"

Mole es un plato antiguo que lleva chocolate. El mole puede hacerse con los ingredientes de Hawai’i.

Aprende sobre la historia del chocolate, prueba el chocolate, y aprende a hacer chocolate. Aprende cómo identificar los ingredientes que son saludables.

Los estudiantes de HAW202 y de SPAN 101-202

SEWARD COMMUNITY COLLEGE

EARTH WEEK 2013 CELEBRATION

"Food sustainability in Hawai’i and beyond - Connections between land, indigenous cultures, and language"

April 24, 2013 12:00-12:50PM

Nat Bletter is a co-founder of Madre Chocolate. He has fifteen years of experience in Botany. He holds a Ph.D. in Ethnobotany at the University of the City of New York and New York Botanical Garden. Madre Chocolate is a company that uses a traditional ingredient containing antioxidants. Nat works in the University of Hawai’i at Manoa. He uses research to create chocolate from scratch.

David Elliott is a co-founder of Madre Chocolate. He makes chocolates, travels, and promotes delicious meals. David lived half a year in Mexico, Oaxaca City and consumed traditional chocolates. He believed that a company of chocolate with a social mission can impact the lives of cacao farmers and their communities.

Martha Sánchez owns Mercado de la Raza. She plans to explain how to use chile, which does not include cooking or eating it. She also plans to let the students touch, smell, and taste the chilies.

"The History of Chocolate and Evolution from Fruit to Mole to Drink to Bars"

Mole is an ancient dish that contains chocolate. The mole may be made with the ingredients from Hawai’i.

Learn about the history of chocolate, taste the chocolates, and learn how to make chocolate. Learn how to identify the ingredients that are healthy.

Students of HAW202 and SPAN 101-202

SEWARD COMMUNITY COLLEGE
ART 115D DIGITAL DESIGN peer review - SPANISH 101 “FLYERS” (for Earth Week)
REQUEST LETTER PEER FEEDBACK

ART 115D (Digital Design)  •  SPANISH 101  •  SPRING 2013

Request Letter written by (SPAN students): _______________________________________________________
Critique provided by (ART students): ___________________________________________________________

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<tr>
<td>Design has a clear, identified purpose.</td>
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<td>Design is evident and relevant (to audience).</td>
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<td>Design effectively communicates purpose of action</td>
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<td>Design displays good composition</td>
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<td>Design utilizes rhythm and repetition</td>
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<td>Design uses specified color system relevant to the content</td>
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<td><strong>Professionalism</strong></td>
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<td>Design is unified and engaging</td>
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<td>Design transcends the use of visual clichés</td>
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<td>Design invites and holds viewers attention.</td>
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<td>Design reads well from 20 feet and 20 inches.</td>
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**TOTAL (x/55):**

*Based on the average of Art 115D students’ evaluation scores.

Comments / suggestions:
REAL WORLD - MINOR MASTERPIECE #3
“EARTH WEEK 2013 LIBRARY DISPLAY”
[Summary of students’ Final Masterpiece]
Argentina is one of the leading countries in the use of genetically modified crops. GMOs were first introduced in 1996 into the country. Argentina, Brazil and Paraguay together have close to 1.3 million acres of land being used for genetically modified crops. The use of GMOs in the corn, oil seeds and soybeans has enabled “fertile” production levels that have allowed for increased yields, lower costs, improved quality and reduced amounts of herbicides produced. Growing crops that have been genetically improved reduce the health benefits of the food being produced.

Monogram de com 275,000 acres of land.

Argentina is one of the major exporters of genetically modified soybeans. Importation of soybeans from Argentina, Brazil and Paraguay means that there is no need to produce corn, soybeans and oilseeds domestically. The use of OGMs in all crops produce higher yields and therefore there is no need to import “imported” produce. New crops are grown that not only save money, but also ensure a better quality for the same. This saves money over time, saves money over the country, and in turn reduces the imports of these products. The new crops are grown at a higher quality and produce better health benefits for the health. Monogram de com, 275,000 acres of land.
Sostenibilidad y comida en Cuba

Comida y Cultura
Los Cubanos son muy artísticos y les gustan las lonjas, literatura y arte. Han divertidos y le gustan las comidas y buenos amigos. Las comidas tradicionales de Cuba son influidas por las de Europa, Asia, el Caribe y el resto de Cuba. Los más populares son: palomitas, arroz y ensalada.

Food and Culture
Cubans are very artistic and enjoy music, literature and art. They are very fun loving and enjoy good food and good company. The traditional Cuban foods are inspired by Spain, Africa, the Caribbean and a little Chinese. The most popular foods are black beans, rice, and meat.

Relaciones entre Cuba y Hawaí Sostenibilidad
Cuba and Hawaii are very similar when it comes to sustainability. Both are self-sufficient, growing and selling local foods. Recycling, composting, plastics, glass and trash have been a big help in keeping the environment more clean. Efforts of reforestation and conserving water and electricity have helped both Cuba and Hawaii become successful in their sustainability.
URBAN FARMING

We look for current farms to understand the importance of urban farming. We learn that urban farming is important for the sustainability of food for the future. We go to visit Margarita's father's farm. He shows us his plants and how he grows them. He tells us how hard it is to be a farmer. He talks about why his farm is important to him. We participated in planting Illacrate. We took pictures of the plants and crops. We interviewed her father and narrowed on why urban farming is important.
Interdisciplinary
Campus-based
Community-based
EARTH WEEK Celebration 2013

FOOD SUSTAINABILITY IN HAWAII AND BEYOND:
Connections Between Land, (Indigenous) Cultures and Language

Wednesday, April 24, 2013
10:00am - 1:00pm
Student Lounge

Guest speakers:
Héctor Valenzuela, UH Manoa CTAHR Crop Extension Specialist
Glenn Martinez, Olomana Gardens
Martha Sánchez, Mercado De La Plaza
Nat. Bietter, Madre Chocolate
Dave Elliott, Madre Chocolate

LOVE FOOD? Come enjoy and be enlightened by our special Earth Week Celebration 2013 presentations featuring highly-regarded community guest speakers on FOOD SUSTAINABILITY in Hawaii and beyond.

This event event sponsored by the Leeward CC Global Studies Program and Leeward CC Sustainability Committee.
For more information, contact Tara Rohrs, t-rohrs@hawaii.edu, 484-0347
TECHNOLOGY USE – PROGRAMS/APPs
EDUCREATIONS APP – interactive whiteboard w/voice:

VIDEO

http://www.educreations.com/lesson/view/partesdelaplanta-cielo/5994553/?s=QqDs13&ref=link