

PROJECT TITLE:	Whole Foods goes Espanol!
TEACHER(S):	Javier Peru
SCHOOL:	Akins New Tech High
GRADE LEVEL(S):	9, 10, 11, 12
SUBJECTS:	Spanish I, II, III

PHASE ONE: Begin with the End in Mind

1.1 Summarize the theme or “big ideas” for this project.

Students will be part of an advertising agency with one of their clients being Whole Foods. They have a product that in the past has sold well but in the past couple of years they have seen a dramatic drop in sales. Your client, Whole Foods, wants to bring sales up and needs an inventive way to advertise and get people to buy their product. The students will first pitch to their big scary client that selling towards the Hispanic community would be their best opportunity to get sales up. Once they have convinced their client, they will develop an ad for one or more media outlets and present to their clients for approval. Students will justify why they choice to make their ad in that particular way.

1.2 Identify the content standards that students will learn in this project (two to three per subject).

<p>Communication The communication standard stresses the use of language for communication in "real life" situations. It emphasizes, "what students can do with language" rather than "what they know about language." Students are asked to communicate in oral and written form, interpret oral and written messages, show cultural understanding when they communicate, and present oral and written information to various audiences for a variety of purposes.</p> <p>Cultures Cultural understanding is an important part of world languages education. Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the student's native culture. Students become better able to understand other people's points of view, ways of life, and contributions to the world.</p> <p>Connections World languages instruction must be connected with other subject areas. Content from other subject areas is integrated with world language instruction through lessons that are developed around common themes.</p> <p>Comparisons Students are encouraged to compare and contrast languages and cultures. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students often come to understand their native language and culture better through such comparisons.</p> <p>Communities Extending learning experiences from the world language classroom to the home and multilingual and multicultural community emphasizes living in a global society. Activities may include: field trips, use of e-mail and the World Wide Web, clubs, exchange programs and cultural activities, school-to-work opportunities, and opportunities to hear speakers of other languages in the school and classroom.</p>
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1.3 Identify key skills students will learn in this project. List only those skills you plan to assess (2-4 per project).

<p>Simple Spanish greetings/cultural characteristics and reasons for the importance of a second language</p>

1.4 Identify the habits of mind that students will practice in this project (one to two per project).

Thinking About Thinking: Metacognition --Questioning and Posing Problems --
Thinking and Communicating with Clarity and Precision--Gathering Data
Through All The Senses

Project overview

Students will be part of an advertising agency with one of their clients being Whole Foods. Whole Foods Market wants to bring sales up and needs an inventive way to advertise and get people to buy their product. This project is constructed in two different levels with two different presentations. The first level will entitle researching the proof why it would be an intelligent idea to market towards the Hispanic community. Using information about the language and culture I will be teaching you along the project you will then pitch to the important client that selling towards the Hispanic community would be their best opportunity to get sales up. Once you have convinced their client, level 2 to will be to develop an ad for one or more media outlets and present to their clients for approval. You will then make a second pitch to Whole Foods for your advertisement. You will justify why you choice to make the ad in that particular way, how it will appeal to the Hispanic population and why it's a great advertisement for their company.

Grouping:

Each person will fill out a survey and depending on your score you'll be grouped on what skill you exceed in.

Each Group:

Level 1> Develop a pitch to present to the Whole Foods board convincing them that targeting the Hispanic population in the US will help their sales. Research Hispanic population in the US and its growing trend. Passing certain guidelines, your group will then advance to the next level.

Level 2> Choice an outlet, using culture characteristics and basic Spanish vocabulary and grammar your group will then start developing an advertisement for that product to go with your media outlet. In this case, it's Whole Food's new All Natural 365 cola.

Each member:

Level 1> Each member must fill out poll survey and calculate scores together. Each member search for certain Spanish words, names and characteristics through each media outlet. Each member must answer to the journal and participate in the Discussion Board.

Level 2> Each member will be in charge of a specific duty for developing the advertisement:

Due Date:

Level 1> Must pass guidelines by _____ before advancing to next level

Level 2> Presentation with Advertisement by
