## New Horizons Project

In a group of 4-5 students you will do a research project related to a particular theme in American history and culture. The project **consists of 2 parts:**

* **1: Mini-Documentary—Due in week 5, Friday at 17:00.**
* **2: Master Class—Due in week 4, 5, 6 or 7 (depending on theme) The handout is due at the time of the presentation.**

Here are the topics to choose from:

* Religion in America
* The Wild West
* Native Americans
* The Civil War
* Civil Rights
* The Depression & the Dust Bowl
* Women in WWII
* Education in America
* American Humor or Lack Thereof
* Inspiring Americans
* American Legends
* Honors themes: American Sarcasm or The Economy (by choosing one of these themes and doing an additional project, you can work toward getting an honors star on your diploma)

## New Horizons Project Part 1: Mini-Documentary (individual grade)

Research 10-15 (electronic) sources with your group to arrive at a specific topic within your theme. Make sure your topic **does not overlap with course material**, that it is relevant and neither too narrow or broad to be dealt with effectively.

After conducting research on your narrowed-down topic, you will create a mini-documentary on your own in which you narrate while showing images that support what you are saying. This is an opportunity for you to reflect on the materials you researched, as well as to show your speaking proficiency using academic English. You will record your documentary by making a Powerpoint and then recording a narrative to accompany your slides. You may also use another program, such as prezi, voicethread or powtoon.

Your documentary should be between 4-5 minutes long; make sure you speak for at least 4 minutes. You may also include up to 1 minute of video/audio clips you have found (or you can include links for students who wish to find out more about your topic). The images you choose do not have to be taken directly from the viewing material, but they should give your audience an idea of what you have seen.

In your narration you must **reflect on** what you learned about this aspect of American culture based on the sources you explored with your group. You should **NOT** simply summarize the topic or read from materials you have found—your narration should be in your own words and it should not sound like you are reading from a text. Use these questions as a guideline of what to discuss:

* **Learning:** What did exploring these sources add to your language skills and/or knowledge of American culture? Did you learn anything surprising?
* **Format:** Did the (audiovisual) format of the material(s) add anything new to your learning experience? Did it oversimplify a complex issue or event, or make it more accessible and explain some of its intricacies?
* **Research Process:** What was it like researching this topic? Was it difficult to find appropriate materials? How did you decide what to choose? Are the material(s) useable or worth the effort of introducing to and discussing with your fellow classmates?
* **Application to your teaching practice:** Among the best resources, which are good for discussion starters, introductions, or cultural background to the US in a high school classroom (assuming that the theme could be taken up in the class)? Would secondary school students benefit from exposure to the material?

Criteria *Made in America New Horizons Project: MINI-DOCUMENTARY*

|  |  |  |  |
| --- | --- | --- | --- |
|  | NAME: | TEACHER: | DATE: |
|  | O (0-5 points) | V-RV (5,5-7 points) | G-U (8-10 points) |
| Speaking Proficiency | CEF Level below C1  Pronunciation: Accent, intonation and stress are not generally intelligible and/or appropriate.  Grammar: Shows a limited to no control of a range of simple and/or complex grammatical forms.  Vocabulary: Uses a limited range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.  Fluency/Interaction: Hesitation when producing extended stretches of language; Contributions are relevant and there may be a clear organization of ideas; limited use of cohesive devices and discourse markers  Overall Impression: The speaker does not consistently have a positive effect on the listener. | CEF Level C1  Pronunciation: Accent, intonation and stress resemble that of a native speaker with a standard accent.  Grammar: Maintains control of a wide range of grammatical forms and uses them with flexibility.  Vocabulary: Uses a range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics  Fluency/Interaction: Produces extended stretches of language with flexibility, ease, some cultural competence and very little hesitation; contributions are relevant, coherent and detailed; makes full and effective use of a range of cohesive devices and discourse markers  Overall Impression: The speaker has a positive effect on the listener(s). | CEF Level C1/C2  Pronunciation: Accent, intonation and stress resemble that of an educated native speaker with a standard accent.  Grammar: Maintains control of a wide range of grammatical forms and uses them with flexibility.  Vocabulary: Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics  Fluency/Interaction: Produces extended stretches of language with flexibility, ease, a great deal of cultural competence and no hesitation; contributions are relevant, coherent, varied and detailed; makes full and effective use of a wide range of cohesive devices and discourse markers  Overall Impression: The speaker has a very positive effect on the listener(s). |
| Content | At least 4 minutes  Discussion of materials is limited, vague and/or not reflective in nature.  Little connection to learning, format, research process, and teaching practice  Narrative does not sound like speaker’s own words  Use of visuals does not adequately support narration.  Presentation does not hold audience’s interest. | At least 4 minutes  Discusses assigned materials with adequate specificity and depth and is reflective in nature  Makes a link to learning, format, research process and teaching practice  Narrative sounds like speaker’s own words  Use of visuals supports narration.  Presentation holds the audience’s interest. | Between 4-5 minutes  Discusses assigned materials with originality, clear examples and impressive reflective depth  Makes an insightful link to learning, format, research process and teaching practice  Narrative sounds spontaneous  Use of visuals enhances narration.  Presentation is highly entertaining/compelling. |
|  | **Total number of proficiency points\_\_\_\_\_\_\_\_\_**  **Total number of content points x3\_\_\_\_\_\_\_\_\_**  **Total points \_\_\_\_\_\_\_\_\_**  **Final grade (total points divided by 4)\_\_\_\_\_\_\_\_\_** | | |