

Spain 2027 Academic Requirements

- **Pre-Travel Curriculum:**
 - Pre-Trip Curriculum: Bi-weekly sessions will focus on historical, cultural, and logistical preparations.
- **Research Project:**
 - To earn a grade for completing the program, students will be required to select from one of six projects detailed below.
 - Students may also opt to submit a written proposal to Ms. Verissimo and Mr. Dias, in a similar format to the options listed below.

Cultural and Language Immersion Journal and Presentation

- **Before the trip:**
 - Students research Spanish cultural norms, social etiquette, conversational skills, and historical context behind these practices. Each student should focus on a different region of Spain, exploring the influences of history, geography, and socio-economic factors on local customs and traditions.
 - To enhance language preparation, students should engage with a local Spanish language or cultural club to practice conversational skills. They should also interview native speakers or cultural experts to gain insights into less formal language use and cultural nuances.
 - Each student creates a "culture immersion plan," outlining goals for using Spanish during the trip, specific scenarios where they plan to practice the language and cultural aspects they aim to observe.
- **After the trip:**
 - Students create an in-depth multimedia presentation (slides, video, or portfolio) comparing their pre-trip expectations with the realities of engaging with the language and culture in Spain. They should provide specific examples of cultural encounters, language barriers, and moments of successful communication, analyzing how language shaped their understanding of cultural differences.
 - The presentation should include a reflective journal documenting daily language use and cultural observations, linking these experiences to broader cultural theories or concepts studied.
 - Students can teach the class a set of Spanish phrases, explaining their cultural significance or variations in meaning across different regions.

Historical Site Analysis and Comparative Study

- **Before the trip:**
 - Students research the historical significance of specific sites and create timelines that place these sites within the context of major European historical events (e.g., the Age of Exploration, Renaissance).
 - They write analytical essays discussing the sites' roles in Spanish history and their connections to global events, such as trade, colonization, or cultural exchanges.
 - Each student will also develop a guided tour plan, including key talking points, historical anecdotes, and questions to consider when visiting the site.
- **After the trip:**
 - Students write a comparative reflection, discussing how the in-person experience deepened or changed their understanding of these historical sites. The reflection should incorporate emotional responses to seeing the sites, the atmosphere, and any new information gained from local guides or exhibitions.
 - They should present a detailed analysis comparing their initial research with the educational and emotional impact of the site visit, discussing how historical memory is preserved or presented in Spain versus other countries they have studied.

Spanish Art and Architecture Investigation

- **Before the trip:**
 - Students research Spanish art movements or architectural styles and investigate how historical events, cultural exchanges, and natural resources influenced these styles. They should analyze specific works of art or buildings, examining the symbolism, materials used, and historical context.
 - Students create an annotated map of Spain, highlighting key art and architecture sites, and write an essay comparing these to similar styles in other parts of Europe or the world.
- **After the trip:**
 - They develop a curated exhibit or photo essay showcasing what they saw, including sketches, photographs, and reflections on the significance of the works and styles in the broader context of art history.
 - The project should include interviews with local artists or guides, if possible, and analyze how contemporary Spanish artists draw inspiration from historical styles. Students can also compare their artistic experiences in Spain with artworks from other cultures they've studied.

Spanish Cuisine Exploration and Recipe Book

- **Before the trip:**
 - Students research the history of traditional Spanish dishes and ingredients, exploring how geography, trade routes, and historical events (e.g., colonization, maritime exploration) have shaped the cuisine. They should document regional variations in recipes and any cultural or religious influences.
 - Students could interview a local chef or cultural expert about the significance of specific dishes and attempt to prepare a dish themselves, documenting the process in a video or written report.
- **After the trip:**
 - Students compile a digital or printed cookbook that includes not only recipes but also cultural essays on the origins and significance of each dish, reflections on how their understanding of the cuisine changed after tasting it in Spain, and interviews or quotes from local chefs.
 - The project could also include a food anthropology analysis, discussing how Spanish cuisine reflects cultural identity and comparing it to other national cuisines.

Music and Dance Exploration and Performance Analysis

- **Before the trip:**
 - Students research the historical development of traditional Spanish music and dance, examining how these art forms reflect Spain's cultural identity and social history. They should study the evolution of lyrics, dance styles, and the role of music in social and political movements.
 - Students analyze recorded performances and write a report comparing different interpretations or styles, considering factors such as regional variations, instrumentation, and lyrical themes.
- **After the trip:**
 - Students reflect on attending a live performance, documenting how the experience compared to their research. They should write an analysis of the performance, including an emotional and cultural interpretation of the music or dance, and consider how the setting or audience interactions influenced the experience.
 - As part of their presentation, students could demonstrate dance steps or play excerpts of songs, providing context on cultural meanings, historical influences, or lyrical content.

Spanish Literature Comparison and Creative Writing

- **Before the trip:**
 - Students read works by Spanish authors and analyze the themes, style, and historical context reflected in the literature. They should research the authors' backgrounds and how their works engage with Spanish history or identity.
 - Students write comparative essays linking the literature to other cultural artifacts, such as art, architecture, or music, identifying cross-cultural themes and influences.
- **After the trip:**
 - Students write their own creative piece, such as a poem, short story, or personal essay inspired by their experiences in Spain. They should draw on the styles or themes of the Spanish authors studied, incorporating elements from their travels, observations, and emotional experiences.
 - Their presentations should include an analysis of how the trip influenced their writing, discussing connections between the literature they read and the landscapes, culture, or history encountered in Spain.

Format and Academic Requirement:

- **1.0 Credit Course:** Spartan Global Academy is a one-credit course that will be recorded on the student's academic transcript.
- **Pre-Trip Curriculum:** Students will be responsible for attending all required pre-trip class meetings bi-weekly, which will be held from 7:15 to 7:45 a.m. in a room to be announced. Please refer to Ms. Verissimo's Google Classroom for further direction and instruction.
 - Trip and Research Participation
 - Post-Trip Reflection and Presentation