



# **GARDEN STATE INTERNATIONAL HERITAGE FESTIVAL HANDBOOK**

## **2017**

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**Social Studies Department**  
**and**  
**The Garden State International Heritage Festival**

**Philosophy**

Social Studies education is truly essential for the preservation and improvement of our society. Exemplary education requires the reciprocal participation of the community and the student. Effective education requires the engagement of the learner in the investigation of the Social Studies areas.

The goal for a Social Studies education is to prepare students as participatory citizens of the 21<sup>st</sup> Century global society. The Garden State International Heritage Festival provides the opportunity for students to excel in this area. This festival will provide our students with the chance to submerge themselves in the learning of different cultures. In Bergen, Passaic and Paterson Arts and Science Charter Schools, it is imperative that students' backgrounds are recognized and celebrated. According to the National Curriculum Core Standards for Social Studies, the study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods. Students come to understand that human cultures exhibit both similarities and differences, and they learn to see themselves both as individuals and as members of a particular culture that shares similarities with other cultural groups, but is also distinctive. In a multicultural, democratic society and globally connected world, students need to understand the multiple perspectives that derive from different cultural vantage points.

*“Social Studies programs should include experiences that provide for  
the study of culture and cultural diversity.”*

NCSS

Dear Parents/Guardians,

iLearn Schools is proud to announce our Annual **Garden State International Heritage Festival** !

Monday, June 12	Tuesday, June 13	Wednesday, June 14
<b>iLearn Schools</b> <b>District-Wide Cultural Festivals Week</b>	<b>iLearn Schools</b> <b>District-Wide Cultural Festivals Week</b>	<b>iLearn Schools</b> <b>District-Wide Cultural Festivals Week</b>
<b>BERGEN AND HUDSON</b>	<b>PASSAIC</b>	<b>PATERSON</b>

The Garden State International Heritage Festival will showcase the international heritage of our students and families through country tables, student work, traditional foods, and performances. Furthermore, the festival will promote diversity and friendship among different cultures. We encourage our parents and families to get involved and assist in the process of making this festival a very successful one.

In order to guarantee the success of this festival, parents and families are encouraged to participate. **If you would like to represent a country, you have the opportunity to REGISTER AT NO COST for the following:**

- **Country Table:** to display and discuss cultural artifacts, artwork, photos, literature, jewelry, clothing, etc.
- **Country Dish:** to share and discuss a taste of a traditional dish representative of the country selected.
- **Country Performance:** to share an individual/group song or dance representative of the country selected (*limited number of performance times available; you will be contacted to confirm selection to participate*).

For more information on the festival and how to volunteer, please visit: [www.gsihf.org](http://www.gsihf.org) .

In order to make sure the success of this festival, all students are required to prepare a Social Studies project as part of Bergen, Passaic, Paterson, and Hudson Arts and Science Charter Schools Social Studies curriculum. During the study of this important event, your child will be designing a project which will highlight the study of a country, its history, and its culture.

Each student will be provided clear instructions and handouts during Social Studies class for the various steps of his/her project. Students will collaborate together and teachers will monitor the students' progress during the completion of their project.

Please read this handbook with your child, and kindly sign and return the necessary forms. Do not hesitate to contact us if you have any questions or would like to get more information.

Sincerely,

*The iLearn Schools Social Studies Department*

### **GSIHF Goals**

Social Studies teachers have many reasons why we believe the Garden State International Heritage Festival is a valuable experience for our students. This festival is a great opportunity for educators and parents to work collaboratively. Also, through careful lesson planning and creative projects, educators will be able to:

- Implement the 21st Century New Jersey Content Standards and Objectives for Social Studies;
- Provide the opportunity for students to interpret the cultural, social, and historical topics of assigned countries to fully understand the nature of Social Studies;
- Encourage students to draw more heavily on all areas of Social Studies as a means of broadening and deepening their understanding of Social Studies concepts and principles;
- Provide an opportunity for students to implement 21st Century learning skills.
- Encourage global awareness, through collaboration with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts;
- Encourage understanding of other nations and cultures;
- Provide a forum for student public speaking;
- Challenge students to be inventive and think creatively;
- Encourage the utilization of technology tools where appropriate

### **GSIHF Grading Procedures**

#### **GSIHF Projects**

Projects will consist of three components: a writing piece, a model, and a presentation. Students will work collaboratively under the direction of their teachers to complete the bulk of their GSIHF projects.

#### **Grading**

- Project grades will be reflected in the 4<sup>th</sup> marking period
- Students will be responsible for their participation in the creation of a project that reflects the country assigned.
- A rubric will be used to evaluate final products (see attached)

## GSIHF Classrooms Presentations Outline (Grades 4-12)

Students may have to present their projects in their classrooms, this is the option of the teacher. The presentation, along with the project, is very important when developing public speaking skills. The presentation will be included in the project grade. In order to deliver an effective oral presentation, the following guidelines must be followed:

### **Verbal communication** (i.e., how to speak during your verbal presentation)

1. Don't simply read off a sheet of paper. It is always better to have your presentation committed to memory as much as possible.
2. Slow down; don't speak too fast. Pace yourself.
3. Try not to speak in a monotone voice. Be enthusiastic about your topic, and your audience will be, too.
4. Speak articulately (no mumbling) with proper volume and projection.
5. Don't worry about small silent pauses within your speech. It gives the audience time to process what has been said thus far.
6. Be sure that you have memorized important titles and how to properly pronounce such things. Write them down and keep them handy.
7. Try to avoid using too many **verbal** pauses (such as "uh" "um" and the like). It can be distracting.
8. Address the audience in a friendly and personable way.
9. If you are giving a group presentation, introduce the next speaker when called for.

### **Non-verbal communication** (i.e. how to use your body and movements during your presentation)

1. Make frequent eye contact. Look at the people you are speaking to.
2. Try to avoid unnecessary hand motions, shuffling of papers, fidgeting with clothing, cracking your knuckles, etc.
3. Use confident body posture. Don't slouch your shoulders. Keep your head up and facing the audience. Try to avoid balancing back and forth on either foot, swinging your arms, swinging your legs, and other nervous gestures.

### **Making use of note cards**

1. The best advice for using note cards is to be sure you are very familiar with your topic. Note cards should serve only to help you keep track of your location within your speech. They should contain **KEY WORDS AND PHRASES** that will help guide you in your presentation. They **SHOULD NOT** contain your entire speech.
2. Use note cards that are easy to read. Write legibly and large. Avoid overcrowding on your note cards or else you will find yourself lost in reading.
3. Arrange them in the order of your presentation.

For a presentation, your outline would look something like the following:

- Introduce myself
- Introduce my topic
- Main body of my speech (information about your country and topic)
- Conclusions (what the student learned)

**GSIH Project Rubric**  
**Grades 4-12**

Name: \_\_\_\_\_

Section: \_\_\_\_\_

Date: \_\_\_\_\_

Points	0	1	2	3	4	Total
<b>Preparedness</b>	Student is not prepared to present and the writing piece does not relate to the unit.	Student does not seem at all prepared to present.	Student is somewhat prepared, but it is clear that rehearsal effort was lacking.	Student seems pretty prepared but might have needed to focus more closely during rehearsal time.	Student is completely prepared and has obviously taken rehearsal time seriously.	
<b>Meeting the Deadline</b>	Project is 4 or more days late.	Project is 3 days late.	Project is 2 days late	Project is 1 day late.	Project handed in on time.	
<b>Mechanics and Grammar</b>	Summary has nine or more punctuation, capitalization, and spelling errors.	Summary has six to eight punctuation, capitalization, and spelling errors.	Summary has three to five punctuation, capitalization, and spelling errors.	Summary has one or two punctuation, capitalization, and spelling errors.	Summary has no errors in punctuation, capitalization, and spelling	
<b>Writing Piece----- Explanatory</b>	No written summary provided.	Typed summary is not what student presents to class.	Typed summary does not follow guideline regarding length and does not describe the topic and requirements.	Typed summary does not follow guideline regarding length but it describes the theme of the topic and requirements.	Typed summary is detailed and describes the theme of the topic and requirements.	
<b>Factual Information</b>	No factual information presented in the summary.	No facts are included in the summary. The content is primarily opinion.	Fewer than five facts are included in the summary.	Five facts are included in the summary.	Five separate facts are included in the summary. Content of summary is not repetitive.	
<b>Project Model</b>	Your model is disorganized, distractingly messy and poorly designed. It is not colorful, neat or organized. It looks as though you spent almost no time working on it.	Your model is distractingly messy or very poorly designed. It can be more colorful, neater and/or organized. It looks as though you rushed to complete it.	Your model is acceptably attractive though it may be a bit messy. It can be more colorful, neater and/or more organized. It looks like you did not spend a lot of time working on it.	Your model is attractive in terms of design, layout and neatness. It is mostly organized, neat and colorful. It looks as though you spent some time working on it and putting it together.	Your model is exceptionally attractive in terms of design, layout, and neatness. It is well organized, neat and colorful. It looks as though you spent a lot of time working on it and putting it together.	
<b>Oral Presentation</b>	The student did not speak clearly AND did not use proper volume. Eye contact was not made with the audience and body movements and gestures were distracting.	The student did not speak clearly OR did not use proper volume. Little eye contact was made with the audience and body movements/gestures were at times distracting	The student presented the model with a clear voice. Some eye contact was made with the audience, and body movements and gestures were generally appropriate.	The student presented the model in a clear voice. Eye contact was made with the audience. Body movements and gestures were appropriate to the presentation.	The student presented the model in a clear voice with appropriate pauses. He/she made consistent eye contact with the audience. Body movements and gestures enhanced the content being presented.	

**Total =           /28**

## K to 3 Project Expectations

### **PART I**

Each **CLASS SECTION** is asked to make a tri-fold board to be displayed in the classroom. Each board should contain:

#### **1. Basic Information**

*Example: Country Name, Continent, Population, Language Spoken*

#### **2. Information linked to a specific topic/aspect of the country**

Each section should be assigned a different component or aspect of their assigned country. These topics of focus can be decided amongst each grade level.

*Example of possible breakdown:*

<b>Section</b>	<b>Topic(s) Assigned</b>
KA	Food & Clothing
KB	Music & Holidays
KC	Sports & Landmarks
KD	Climate and Wildlife

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### **PART II**

**A Model/Craft/Project that each student will make (either individually or collectively in a small group) that is relevant to an element of the country's history or culture.** This should be aligned to your sub-topic selected.

This craft should be accompanied by a short writing piece by the students on why the craft's topic is relevant or important to their assigned country.

*Example: GRADE 3 – THE UNITED KINGDOM*

3A: teacup craft/create their own individual teacups, thus symbolizing the importance of tea in English culture. (Food and Clothing)

3B: craft red double-decker buses, to create an understanding of one of the most prominent symbols in modern English culture. (Currency and Transportation)

3C: small model of Stonehenge to symbolize the long history of the English Isles (Sports and Landmarks)

3D: diorama featuring wildlife and biome for the selected region



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**PART III – WHOLE GRADE WILL POOL TOGETHER FOR THE GIVEAWAY**  
**A small takeaway that may be handed out during the classroom tours....**

Examples:

Ireland: Construction paper 4-leaf clovers

Italy: Index card with a recipe

India: Traditional jewelry featuring an elephant or flower embodying Indian culture

Japan: Origami paper swans

### **GSIHF Protocol for Students**

All students in grades K-12 will report to their campus as usual on the morning of the festival. All students in grades K-12 will have a full-day and be dismissed at 3 pm. **THERE WILL BE NO AFTERCARE ON THE DAY OF THE FESTIVAL.**

- Cultural Day activities are for the students only.
- All families are invited to attend Heritage Night, with performances starting at 6pm, with the last performance scheduled at 7:45 pm. All families are invited to attend from 5:30 -8 pm.

**Students in Grades K-12 are invited to attend Heritage Night with their parents/guardians/families. PLEASE NOTE: transportation/supervision of students WILL NOT be provided by the school at Heritage Night. As such, students in grades K-5 must be accompanied by an adult.**

### **GSIHF Dress Code for Participation**

The GSIHF is an educational and entertaining event for all involved. We ask that you kindly review the Dress Code Policy that is to take in effect when you arrive at the GSIHF. It is required that everyone who is participating, whether a country representative, performer, or attendee, adheres to the following:

- Participants and performers are expected to wear clothing and/or costumes that are both school- appropriate and age-appropriate.
- All participants must have an appropriate appearance in which a disruption to the educational process is not present.
- Clothing should not draw undue attention from students, families, faculty, and guests.

**GSIHFB Handbook Release Form**

***(to be submitted by all students, due May 12th, 2017)***

My signature below indicates that I have read the iLearn Schools Garden State International Heritage Festival Handbook Guidelines and have been given a copy of my own to keep.

\_\_\_\_\_  
Student Name (printed)

\_\_\_\_\_  
Class Section

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent or Guardian Name (Printed)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian email address

\_\_\_\_\_  
Phone Number

