

Course Title – Spanish 4

Implement start year – 2015-2016

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Unit 5 – Political Voices

Transfer Goal – Students will be able to independently use their learning to discuss political climate in Spanish-speaking countries.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, to present information, concepts, and ideas while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

- A. Interpretive
- B. Interpersonal
- C. Presentational

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> – in many Spanish speaking countries the abuse of government power has created a climate of fear and forced compliance.</p> <p><i>EU 2</i> – the ability to sequence tenses appropriately lends clarity and cohesion to written and spoken Spanish.</p> <p><i>EU 3</i> – knowing how to employ the subjunctive with adverbial clauses allows one to make predictions and discuss possibilities.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What are the characteristics of a good leader? • Where can one observe a lack of justice? • What is the relationship between political power and political oppression? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How can incorrect time sequencing lead to misinformation and misinterpretation in Spanish? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How does the Spanish subjunctive help you to express hypotheses?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • information regarding day to day political realities in Spanish-speaking countries. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • how the tense in a main clause predetermines the tense of the subordinate clause in Spanish. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • which Spanish conjunctions require the subjunctive. • appropriate uses of Spanish adverbs of time. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • discuss their opinions and reactions about political realities in Spanish-speaking countries. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • express what may or may not happen using accurate time frames. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • express what may or may not happen “if” things were changed in the present by creating correct constructs of Spanish conjunctions in the subjunctive.

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- vocabulary tests and quizzes (from film *Cautiva* or *La historia oficial*)
- vocabulary and comprehension test and quizzes from the story *Un día de estos*.
- comprehension assessments for film *Cautiva* or *La historia Oficial*.
- activators and summarizers
- reaction piece to short story and/or film
- students will debate a political issue in a Spanish-speaking country.
- grammar test and quiz on sequence of tenses.
- Grammar test and quiz on subjunctive adverbial clauses

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Consider the *WHERETO* elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

Students will discuss the author Gabriel Garcia Marquez (A,M)

Students will research the political climate of Colombia in relation to the short story *Un día de estos*. (M)

Students will read the short story *Un día de estos*. (A)

Students will answer comprehension questions from the book *Album* related to *Un día de estos*. (A)

Students will become familiar with the political backdrop of Argentina in the late 70's. (A)

Students will listen to and discuss the song "Ellas danzan solas" by Sting. (<http://www.youtube.com/watch?v=1oaDCbNRkAs>) (M)

Students will view the film *Cautiva* and/or *La historia oficial*. (A)

Students will answer comprehension questions from the film(s) *Cautiva* or *La historia oficial*. (A)

Students will discuss events and characters from the films(s) *Cautiva* or *La historia oficial*. (M)

Students will create a graphic organizer which compares and contrasts main characters from either or both films. (M,T)

Students will create a political cartoon related to themes of this unit. They will create Spanish captions focusing on the subjunctive. (T)

Students will complete associated grammar activities from *Repaso*. (A)

Students will translate sentences requiring the use of sequence of tenses with adverbial clauses. (M)

Students will play grammar related games geared toward mastery of grammar skills. (A)

Students will create a book jacket highlighting unit grammar for a novelized version of the films *Cautiva* or *La historia oficial*. This should include author information, book review comments, and a summary/introduction. (T)

Additional reading

Students will read and answer comprehension questions for the short story *Los mejor calzados* or other topically related reading.

Additional suggested materials:

La Catrina: el ultimo secreto