Summit Public Schools
Summit, New Jersey
Spanish 6 - Spanish Language and Culture through Film

Overview:

Since the 1920s, cinema in Spanish has entered a global film market, bringing large screen representations of Spain and Latin America to wider audiences across the globe. This course will consist of a critical overview of the role that filmmakers from varied backgrounds have taken in interpreting similar trends in contemporary Hispanic culture and society. By analyzing cinema from the last half-century, with a particular emphasis on the last decades, along with selected critical texts on current issues in Spain and Latin America, we will explore such topics as the recreation of reality, immigration and exile, marginalization, globalization, economic inequalities, and experiences of war and violence, among other themes. This course will emphasize communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations taking each film and its contexts as a starting point. This includes vocabulary usage, language control, communication strategies, and cultural awareness.

Unit 1: La recreación de la realidad

Big Ideas: *Course Objectives/Content Statement(s)*

- The opposition between art and reality is a classical concept. Art is fiction, but art is also a "recreation of reality." During this unit through the use of films, the objective will be to make students reflect on what we define as reality and how it can change according to each individual's perspective, beliefs and experiences.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What questions can cinema raise about the concepts of reality and fantasy? • In what way have sociocultural factors served as instruments of change (or not) in the representation of reality in some Spanish-speaking countries? • How has the representation of reality changed throughout the history of Hispanic cinema?	**Students will understand that:** • Perspectives are influenced by one's beliefs and experiences. • The circumstances in which the texts were written reflect the era's historical, geopolitical and socio-cultural context. • Literature and film can reflect the ideology and ideals of a particular era. • Historical events affect the way in which nations and cultures view themselves and others. • Primary source materials use literary devices to describe and tell a specific perspective of history. • History can be interpreted differently depending on the point of view of the presenter.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

Interpretive

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

Interpersonal

- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

Presentational

- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events, and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

Career-Ready Practices

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social, and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership, and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using cultural global competence.

Differentiation	Assessments
Interdisciplinary Connections ● History	**Instructional Focus:** ● Comprehend and evaluate films from different

- Discuss the effects and the perception of history after the Argentine Dictatorship (1976-1981).
- Discuss the effects and the perception of history after the Spanish Civil War presented in *El laberinto del Fauno (2006).*

Technology Integration

- Goformative - To simulate guided conversations taking the plot of the movies and the issues that characters could encounter (*La historia oficial* - 1985)

Media Literacy Integration

- Reflect on the importance of news and how they affect the way we perceive reality.

Global Perspectives

- Compare and contrast how different cultures shape their history and their people's perception of it.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language

historical periods.

- Reflect on the films and the life lessons presented through the characters.
- Identify the main themes in the films.
- Learn to summarize main ideas in a concise fashion.
- Express their point of view appropriately with supporting arguments to write movie reviews.
- Evaluate each film's importance and its approach to the story being told.
- Reflect on how narratives can be perceived differently by each individual.

Film suggestions:

- *Ilusiones S.A.* (2015) - Roberto Girault
- *La historia oficial* (1985) - Luis Puenzo
- *Cautiva* (2003) - Gaston Biraben
- *El laberinto del Fauno* (2006) - Guillermo del Toro

Sample Assessments:

Formative:

- Students will develop oral comprehension skills by listening to newscasts, short films, and videos relating to the themes of the movie.
- Students will summarize written and spoken material in their own words with the aid of graphic organizers.
- Students will be exposed to a variety of written communication (letters. email messages etc.) as models for their own writing.
- Students will evaluate short articles on current topics as models for their own written expression.

Summative:

- Assessment on Argentine important history aspects covered on *La historia oficial* + *Cautiva* + Discussion with Argentine professors.
- Write letters using the correct tone, register, and capitalization, answering a specific prompt.
  Ex. A letter from the daughter to the disappeared biological parents.

Instructional Strategies:

Interpretive:

- Students will gather meaning from multiple

Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

readings, spoken media, film, songs, and internet sources. *Note: Short films deal with the topic of "the recreation of reality" - See support materials.*

- Students will demonstrate comprehension by summarizing the main ideas in each film.
- Students will self and peer-edit written works to develop independence and confidence in their own writing.

Interpersonal:

- Students will discuss themes and main ideas with classmates to reach a consensus (Think, Pair, Share activity)
- Students will work with classmates to research, illustrate and share movie posters with the class.
- Students will work with partners to summarize the main points from readings about the films studied in class. (Ex. *El laberinto del Fauno* Review)
- Students will recreate key scenes from the movies. (Skits to be presented in class) - *(Ilusiones S.A. - Skit on the scene of the appearance of the two Mauricios)*

Presentational:

- Students will present a short monologue impersonating characters from the movies covered in class.
- Students will create a presentation about the importance of one key scene in the movie *La historia oficial,* discussing its importance within the movie and the aspects that make it a well-developed scene.

Recommended Texts to Support Unit:

- Vocabulario para hablar de cine - Quizlet - Link
- Vocabulario para hablar de cine - Youtube - Link
- Elementos que debes considerar para apreciar el cine de cualquier género - Gabriel A. Escobar - Link
- Short Film - La ventana abierta - Link
- Short Film - El vendedor de humo - Link
- Ilusiones S.A. Trailer - Link
- Slide Show - Golpe Militar Argentino - Link
- Las abuelas de Plaza de Mayo - Video - Link

Unit 2: La falta de comunicación

Big Ideas: *Course Objectives/Content Statement(s)*

- Communication is essential to all relationships, but a lack of effective communication could lead every individual to different problems. During this unit through the use of films, the objective of the course will be to make students reflect on the issues that can result when effective communication does not occur.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How does the protagonist transform as a result of his/her relationship with other characters and/or his/her environment? • How does cinema reveal cultural perspectives and practices in relationships between men and women at the time the film takes place? • How can effective communication help a person and his/her relationships with others? • How do authors/directors use time and space to construct and demonstrate characters' feelings?	**Students will understand that:** • that cultural perspectives and traditions play an important role in how we relate to other individuals. • dialogue is a communication tool that allows people to understand other viewpoints and different perspectives. • that it is important to pay attention to details and camera shots to better understand the films and the director's intentions.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

Interpretive

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- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
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- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

Interpersonal

- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
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- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

Presentational

- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events, and personal experiences, using connected sentences and short paragraphs, often across major time frames.
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- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

Career-Ready Practices

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social, and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership, and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using cultural global competence.

Differentiation	Assessments
Interdisciplinary Connections	**Instructional Focus:**

- Art - Recreation of a new movie poster emphasizing "communication" as a key element. (*Diecisiete* - 2019).

Technology Integration

- Flipgrid - TV News - Record a video given a "noticia insolita" that can be made into a movie.

Media Literacy Integration

- Discuss the difficulties that come across in written interpersonal communication (emails, letters, and text messages).

Global Perspectives

- Reflect /Discuss communication issues across languages and how communication can occur among people who speak different languages (*Cuento chino*-2011).

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models &		

- Reflect on the films and the life lessons presented through the characters.
- Identify the main themes in the films.
- Learn to summarize main ideas in a concise fashion.
- Express their point of view appropriately with supporting arguments to write movie reviews.
- Evaluate each film's importance and its approach to the story being told.
- Identify problems that can happen in school when there are communication issues and reflect on possible ways to avoid those issues.

Films suggestions:

- *Diecisiete* (2019) - Daniel Sánchez Arévalo
- *Cuento chino* (2011) - Sebastián Borensztein
- *Relatos salvajes* (2014) - Damián Szifron
- *Danielle* - Anuncio de lotería de Navidad (2017) - Alejandro Amenábar

Sample Assessments:

Formative:

- Students will develop oral comprehension skills by listening to newscasts, short films, and videos relating to the themes of the movie. *Note: Short films deal with the topic of "lack of communication" - See support materials.*
- Students will summarize written and spoken material in their own words with the aid of graphic organizers.
- Students will be exposed to a variety of written communication (letters. email messages etc.) as models for their own writing.
- Students will evaluate short articles on current topics as models for their own written expression.

Summative:

- Movie Assessment + Supporting Materials
    - Ex. *Cuento chino + Chinese inmigration in Argentina*

- Write letters using the correct tone, register, and capitalization, answering a specific prompt.
- Anuncio de lotería de Navidad (Short films) - Watch 2011- Present - Write a review about one

Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

of the short films.

Instructional Strategies:

Interpretive:

- Students will gather meaning from multiple readings, spoken media, film, songs, and internet sources. *(Readings on Chinese Inmigration in Argentina, and "noticias insolitas"; Short films that foster discussion on communication issues).*
- Students will demonstrate comprehension by summarizing the main ideas.
- Students will self and peer-edit written works to develop independence and confidence in their own writing.

Interpersonal:

- Students will discuss themes and main ideas with classmates to reach a consensus.
- Students will work with classmates to research, illustrate and share movie posters with the class.
- Students will work with partners to summarize the main points from readings about the films studied in class.
- Students will recreate key scenes from the movies. *(Relatos salvajes - Short film "Pasternak" - Recreate a conversation between Pasternak and one of the persons in the airplane).*

Presentational:

- Students will present a short monologue impersonating characters from the movies covered in class.
- Students will write a well-crafted letter using the correct tone, register, and capitalization, discussing an issue present in the movies covered in class.

Recommended Texts to Support Unit:

- Crítica *Cuento Chino* - *Link*
- Comunidad china: vivir en Argentina - *Link*
- Noticias insólitas
    - https://www.laprensa.hn/mundo/noticiasinsolitas/
    - https://www.eitb.eus/es/noticias/curiosidades/
    - https://insolitonoticias.com/
    - https://elcomercio.pe/insolito?ref=ecr
- Entrevista *Diecisiete* - *Link*
- Short Film - Conexión real - Link
- Short Film - Vale - Link
- Short Film - Desconocidos - Link

Unit 3: La desigualdad socioeconómica

Big Ideas: *Course Objectives/Content Statement(s)*

- Economic inequality is a concern in almost all countries around the world and often people are trapped in poverty with little chance to climb up the social ladder. During this unit through the use of films, the objective will be to make students reflect on those recurring issues and struggles that people face.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How do aspects of everyday life influence and relate to the quality of life? • How does where one lives impact the quality of life? • What influences one's interpretation and perceptions of the quality of life? • How do individuals contribute to or harm the well-being of the community?	**Students will understand that:** • how one's social status influences one's quality of life. • that cultural perspectives and traditions relate to the quality of life. • that access to education, health care, justice, food, and water impact the quality of life. • that geography influences the quality of life.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

Interpretive

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- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
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- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
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- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

Interpersonal

- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

Presentational

- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events, and personal experiences, using connected sentences and short paragraphs, often across major time frames.
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- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

Career-Ready Practices

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social, and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership, and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using cultural global competence.

Differentiation	Assessments
Interdisciplinary Connections	**Instructional Focus:**

- History - Discuss acculturation models taking into account the unique development in Paraguay (Guaraní) and Native Americans in the U. S.

Technology Integration

- Use animation in videos or digital comic strips to retell the story *7 cajas* from the perspective of one of the boxes.

Media Literacy Integration

- Discuss the effect of films and media on presenting society's issues such as poverty, taking as an example *Los olvidados* (1950) and Mexico's reaction to this movie.

Global Perspectives

- Compare and contrast historical events that have impacted certain socio-economic situations affecting the U.S., Spain, and Latin America.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

- Reflect on the films and the life lessons presented through the characters.
- Identify the main themes in the films.
- Learn to summarize main ideas in a concise fashion.
- Express their point of view appropriately with supporting arguments to write movie reviews.
- Evaluate each film's importance and its approach to the story being told.

Films suggestions:

- *Los olvidados* (1950) - Luis Buñuel
- *El Chavo del 8* - 2 -3 Episodios - Roberto Gómez Bolaños
- *El barrendero* - Mario Moreno "Cantinflas"
- *Cantinflas* (2014) - Sebastián Del Amo
- *7 cajas* (2012) - Juan Carlos Maneglia, Tana Schembori

Sample Assessments:

Formative:

- Students will develop oral comprehension skills by listening to newscasts, short films, and videos relating to the themes of the movie. *(Readings on Social Roles, Cantinflas ; Chespirito, Guarani and movie reviews).*
- Students will summarize written and spoken material in their own words with the aid of graphic organizers.
- Students will be exposed to a variety of written communication (letters. email messages etc.) as models for their own writing.
- Students will evaluate short articles on current topics as models for their own written expression.

Summative:

- Assessment on Buñuel's Cine
- Movie Assessment + Supporting Materials
    - Ex. 7 cajas + Guaraní culture and language
- Write letters using the correct tone, register, and capitalization, answering a specific prompt.

Instructional Strategies:

Interpretive:

- Students will gather meaning from multiple readings, spoken media, film, songs, and internet

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

sources.

- Students will demonstrate comprehension by summarizing the main ideas.
- Students will self and peer-edit written works to develop independence and confidence in their own writing.

Interpersonal:

- Students will discuss themes and main ideas with classmates to reach a consensus.
- Students will work with classmates to research, illustrate and share movie posters with the class.
- Students will work with partners to summarize the main points from readings about the films studied in class.
- Students will recreate key scenes from the movies.

Presentational:

- Students will write a letter for or against the approach taken by Luis Buñuel on *Los olvidados* and his representation of impoverished areas in Mexico City.
- Students will talk about a topic replicating "Cantinflas" speaking style.
- Students will retell the movie plot from the perspective of an item present in the movie (one of the boxes in *7 cajas*)

Recommended Texts to Support Unit:

- El cine mexicano de Luis Buñuel - Slide Show - Link
- Los olvidados - Luis Buñuel - Film - Link
- Un chien andalou - Luis Buñuel - Film - Link
- Roberto Gómez Bolaños - Infografía - Link
- El chavo del 8: Comedia social - Link
- The History and Filmography of Famous Mexican Actor Mario Moreno Cantinflas - Link
- Bienvenidos a Paraguay - Video - Link
- El Guaraní - Reading + Activities - Link
- Crítica de *7 cajas* - Link

Unit 4: La trayectoria y la transformación

Big Ideas: *Course Objectives/Content Statement(s)*

- Every adventure will lead to a path of obstacles to overcome, requiring the protagonist to change. During this unit through the use of films, the objective will be to make students reflect on Campbell's concept of the "hero's journey" and how it is present in films.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What can we learn from difficult times? • How can overcoming adversity mold us into better citizens? • How can other people's stories help us find our way to success?	**Students will understand that:** • preparation and motivation can overcome obstacles. • Successful people learn to use the support of others and take advantage of opportunities as they move through life. • failure and hardship can mold us into stronger people.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

Interpretive

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

Interpersonal

- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

Presentational

- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events, and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

Career-Ready Practices

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social, and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership, and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using cultural global competence.

Differentiation	Assessments
Interdisciplinary Connections	**Instructional Focus:**

- History - Compare and contrast Spain's emigration in the 1900s and in the present using as starting point of discussion the movie *Perdiendo el norte*.

Technology Integration

- Using Slide Show and Screencastify students will create a presentation about a Pedro Infante's movie that had a reference in *Como caído del cielo*.

Media Literacy Integration

- Read and discuss views on emigration using *La misma luna* and *Perdiendo el norte* as starting points.

Global Perspectives

- Discuss and analyze prejudices present in the movies. Ex. Sick people in *Diarios de motocicleta*, machismo in *Como caído del cielo*, immigrants and people from different countries in *La misma luna* and *Perdiendo el norte*

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors

- Reflect on the films and the life lessons presented through the characters.
- Identify the main themes in the films.
- Learn to summarize main ideas in a concise fashion.
- Express their point of view appropriately with supporting arguments to write movie reviews.
- Evaluate each film's importance and its approach to the story being told.
- Apply and evaluate Campbell's monomyth (the hero's journey) in classical hero stories and films presented in class.

Films suggestions:

- *La misma luna* (2007) - Patricia Riggen
- *Diarios de motocicleta* (2004) - Walter Salles
- *Perdiendo el norte* (2015) - Nacho Garcia Velilla
- *Como caído del cielo* (2019) - Jose Pepe Bojorquez

Sample Assessments:

Formative:

- Students will develop oral comprehension skills by listening to newscasts, short films, and videos relating to the themes of the movie.
- Students will summarize written and spoken material in their own words with the aid of graphic organizers.
- Students will be exposed to a variety of written communication (letters. email messages etc.) as models for their own writing.
- Students will evaluate short articles on current topics as models for their own written expression.

Summative:

- Movie Assessment + Supporting Materials
    - Ex. Diario de motocicletas + Inequalities seen by Ernesto Guevara.
- Movie Rescue presentation - Choose one movie watched in class that you recommend should be presented next year.

Instructional Strategies:

Interpretive:

- Students will gather meaning from multiple

Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

readings, spoken media, film, songs, and internet sources.
- Students will demonstrate comprehension by summarizing the main ideas.
- Students will self and peer-edit written works to develop independence and confidence in their own writing.

Interpersonal:
- Students will discuss themes and main ideas with classmates to reach a consensus.
- Students will work with classmates to research, illustrate and share movie posters with the class.
- Students will work with partners to summarize the main points from readings about the films studied in class.
- Students will recreate key scenes from the movies.

Presentational:
- Students will present a short monologue impersonating characters from the movies covered in class.
    - Soliloquio bajo la luna - monologue discussing the hardships of their journey and situation using assigned literary devices - *La misma luna.*
- Students will write a well-crafted letter using the correct tone, register, and capitalization, discussing an issue present in the movies covered in class.
    - Diarios de motocicleta - Using current events, pretend that you are Ernesto traveling this year and write a letter to your mother and discuss your journey in Chile, Perú o Venezuela).

Recommended Texts to Support Unit:
- Crítica *Perdiendo el norte* - Link
- El viaje del heroe en películas - Link