

## Year 12 Spanish Extension – Unit of Work, Term 4

To be taught in this unit:

Background to the film – Introduction to the prescribed issues – Extract 1 (Filming Columbus)

Unit information	Unit outline
<p><b>Indicative time:</b> 10 weeks</p> <p><b>The theme</b> – The individual and contemporary society</p>	<p>Students will explore the prescribed issues through the prescribed texts</p> <p><b>Prescribed issues:</b></p> <ul style="list-style-type: none"> <li>• Social justice</li> <li>• Personal values</li> <li>• Abuse of power</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• lack of opportunities/protest/community (Social justice)</li> <li>• dignity, hypocrisy, ignorance (Personal values)</li> <li>• corruption, exploitation, intimidation (Abuse of power)</li> </ul> <p><b>Prescribed texts:</b></p> <ul style="list-style-type: none"> <li>• <i>También la Lluvia</i></li> </ul>
<p><b>Assessment:</b> Ongoing formative assessment</p>	
Objectives	Targeted outcomes
<p><b>Objective 1:</b> Present and discuss opinions, ideas and points of view in Spanish</p> <p><b>Objective 2:</b> Evaluate, analyse and respond to text that is in Spanish and that reflects the culture of Spanish-speaking communities</p>	<p>The student:</p> <ul style="list-style-type: none"> <li>• 1.1 discusses attitudes, opinions and ideas in Spanish</li> <li>• 1.2 formulates and justifies a written or spoken argument in Spanish</li> <li>• 2.1 evaluates and responds to text personally, creatively and critically</li> <li>• 2.2 analyses how meaning is conveyed</li> <li>• 2.3 analyses the social, political, cultural and/or literary contexts of text that is in Spanish</li> </ul>

Learning intentions	Success criteria	
<p><b>By the end of this unit students will:</b></p> <ul style="list-style-type: none"> <li>• have a general understanding of the global meaning of the prescribed issues and sub topics</li> <li>• understand the historical background and colonisation of the Americas</li> <li>• understand the background to the film</li> <li>• explore Extract 1 – filming Columbus</li> <li>• start to develop critical thinking and how to develop a point of view.</li> </ul>	<p><b>Evidence of successful learning will include:</b></p> <ul style="list-style-type: none"> <li>• ability to annotate, paraphrase, and clearly articulate the importance and relevance of the prescribed issues</li> <li>• ability to understand the impact of colonisation and to explain the importance and relevance to today</li> <li>• ability to discuss the relationship between the themes of the film and what happened as a result of colonisation</li> <li>• ability to unpack an extract by learning to interpret text, subtext and nuances of a story told through a film. Ability to clearly identify and analyse the issues and sub-issues in the extract.</li> <li>• ability to think creatively, logically and in depth to support an argument in long responses.</li> </ul>	
Language examples	Related texts	Text types
<p>Vocabulary, idiomatic expressions and grammar from the Spanish Continuers Syllabus (assumed knowledge).</p> <p>Grammatical structures from section 8.5 of the <a href="#">Spanish Extension Stage 6 Syllabus</a> (page 15).</p> <p>Knowledge and understanding of features specific to the prescribed text.</p> <p>Explore vocabulary in Extract 1.</p>	<p>(If links don't open, use Google Chrome web browser)</p> <p><b>For reference:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">El caso Mabo versus Queensland</a></li> <li>• <a href="#">Tengo un sueño</a> – Martin Luther King's speech</li> <li>• Scenes from the movie <a href="#">Machuca</a></li> <li>• Summary of Animal Farm <a href="#">Rebelión en la granja</a></li> </ul> <p>A curation of related texts to supplement the study of the prescribed text can be found in <a href="#">Stage 6 Spanish Extension - support materials</a> (pages 78-79)</p>	<p>Use relevant <a href="#">text types</a> from the Continuers and Extension syllabuses:</p> <ul style="list-style-type: none"> <li>• narrative account (reviews)</li> <li>• script of a dialogue</li> <li>• introduction to monologue</li> </ul>

## Resources

(If links don't open, use Google Chrome web browser)

- [Christopher Columbus – what really happened](#)
- [Consequence of Columbus's voyage on the \*Tainos\* and Europe](#)
- [Historical context - colonization](#)
- [Historical background – the Cochabamba water war](#)
- [Background to the film – a movie within a movie](#)
- [Stage 6 Spanish Extension – support materials](#)
- [Extension resources on Yammer](#)



Tambien la lluvia  
-Extension 2020-2024



PDF (click on the file above to open)


- The Cochabamba Water War
- The colonisation of South America
- Differences between Spain and Bolivia

Prescribed text: *También la lluvia* (all SSCL centres have an official copy of the film – see your Curriculum Coordinator)

Outcomes	Suggested teaching and learning activities/learning experiences	Evidence of learning and feedback to students	Registration date
1.1.	<ul style="list-style-type: none"> <li>- Brainstorm students' perception of the Americas and its history. What do they know? What have they heard or read?</li> <li>- Students watch <a href="#">Christopher Columbus – what really happened</a> and <a href="#">Historical context – colonisation</a> and explore colonisation of the Americas.</li> <li>- Discuss what students have learned after watching the above clips. What do they know now that they didn't know before? Have their perceptions changed? If so, in what way?</li> </ul>	<p>Students begin to form their own opinions based on what they have learned.</p> <p>Teacher discusses students' ideas and poses questions to ensure students have considered all key learnings required.</p>	
1.1 1.2 2.3	<ul style="list-style-type: none"> <li>- Brainstorm similarities between colonisation of the Americas and Australia. Discuss, <i>Christopher Columbus – what really happened?</i> Do you agree with colonisation? Was it inevitable? What are your thoughts about what happened in both countries? Can you think of human injustices in Aust. and Latin America? What do you know about the Mabo Case? What do you know about the Stolen Generation?</li> </ul> <p>In discussions use the following expressions:</p> <ul style="list-style-type: none"> <li>o <i>En primer lugar, hay que reconocer que...</i></li> <li>o <i>En mi opinión.../para mí...</i></li> <li>o <i>Sin lugar a dudas...</i></li> <li>o <i>Estoy a favor/en contra...</i></li> <li>o <i>No comparto tu opinión...</i></li> <li>o <i>Esa afirmación me parece un tanto ambigua...</i></li> <li>o <i>Sería ingenuo creer que...</i></li> <li>o <i>No podemos negar el hecho de que...</i></li> <li>o <i>Estoy de acuerdo hasta cierto punto, sin embargo...</i></li> </ul>	<p>Students manipulate structures orally to justify their opinions.</p> <p>Students and teacher add comments to suggest corrections.</p>	

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	<ul style="list-style-type: none"> <li>○ <i>Permíteme citar el ejemplo de...</i></li> <li>○ <i>También me gustaría hacer hincapié en...</i></li> <li>- Additional reading: Historical figures Hatuey, Encomiendas, Bartolomé de las Casas, Antonio de Montesinos – <a href="#">Stage 6 Spanish Extension – support materials</a>, pp 45-47</li> <li>- Draw further comparisons between the colonisation of Australia and that of the Americas. Are there historical similarities between Hatuey and Pemulwuy? Were there parallels between the system of <i>encomiendas</i> and forced labour in colonial Australia? What were the beliefs of Bartolomé de las Casas and Scottish Preacher John Green? Identify similarities and differences using a Venn diagram.</li> </ul>		
1.1 1.2 1.3	<ul style="list-style-type: none"> <li>- Supported by a scaffold, using the Venn diagram completed in the previous activity and expressions introduced earlier, students write an essay in Spanish on 'The shared histories of Australia and the Americas'. For example:               <ul style="list-style-type: none"> <li>○ Introduction – No podemos negar el hecho de que... (We can't deny the fact that...)</li> <li>○ Body of essay – En primer lugar quiero hacer hincapié... (first of all I would like to stress...)</li> <li>○ Conclusion – Para concluir es importante dejar claro... (Finally it is important to state that...)</li> </ul> </li> </ul>	<p>Students develop a coherent essay clearly stating their point of view with minimal errors.</p> <p>Teacher marked with written corrections, provides and makes recommendations on technique, language and content.</p>	

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1.1 1.2 2.3	<ul style="list-style-type: none"> <li>Students read and discuss <a href="#">Historical background – the Cochabamba water war</a></li> </ul>  <p>Tambien la lluvia -Extension 2020-2024</p> <p>Read Tambien la lluvia – Extension 2020-2024 and answer questions.</p>	<p>Students accurately complete questions. Students compare their answers to those of their peers and discuss differences.</p>	
1.1 1.2 2.1 2.3	<ul style="list-style-type: none"> <li>Divide the class into three groups (one for each prescribed issue). Using butchers paper and coloured markers, explore the issues providing specific examples. Students report to the class and continue to add to their examples with observations made by the other groups. Teacher to collect butchers paper and keep as reference.</li> <li>As homework, students view the entire film.</li> </ul> 	<p>Students have a clear understanding of issues being explored and are able to support their understanding with specific examples.</p> <p>Teacher provides immediate verbal feedback to individual students as they work through the examples.</p>	
1.1 1.2 2.1 2.3	<ul style="list-style-type: none"> <li>Students create an audio recording of a mini film review in Spanish. Points to consider when creating a film review:</li> </ul>	<p>Students submit a film review including all elements, well developed.</p>	

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	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <ul style="list-style-type: none"> <li>- <i>Begin with a catchy introduction. ...</i></li> <li>- <i>Compose a brief plot summary. ...</i></li> <li>- <i>Describe an overall impression. ...</i></li> <li>- <i>Determine the purpose of the movie. ...</i></li> <li>- <i>Add some details about filmmaking. ...</i></li> <li>- <i>Look for the deep meaning. ...</i></li> <li>- <i>Provide the examples.</i></li> </ul> </div>  <ul style="list-style-type: none"> <li>- The following statement was found in a film review website. '<i>Esta película nos unió y nos emocionó</i>'. Students write a response to this comment, stating whether they agree with it or not, and justifying their position.</li> </ul>	<p>Teacher provides specific feedback on technique, style, language and accuracy of content.</p> <p>Students are able to clearly express an opinion, with justifications.</p> <p>Teacher encourages discussion correcting and adding different schools of thought.</p>	
1.1 1.2 2.2 2.3 2.2	<ul style="list-style-type: none"> <li>- Students create a Venn diagram to illustrate the relationship between the historical reality of colonisation and the film (a film within a film) and discuss.</li> <li>- Introduce film techniques - <a href="#">Stage 6 Spanish Extension - support materials</a> (pages 30-36).</li> </ul>	<p>Students collaborate to create the Venn diagram and effectively brainstorm ideas engaging with the questions.</p> <p>Teacher discusses students' ideas and poses questions to ensure students have considered all key learnings required to complete the task successfully.</p> <p>Students add the new information to the Venn diagram.</p> <p>Students gain an understanding of the purpose of film techniques and the impact they can have on the viewer.</p> <p>Teacher observes and encourages, modifying as necessary.</p>	

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1.1 1.2	<ul style="list-style-type: none"> <li>Watch Extract 1 (Filming Columbus), and complete the film techniques template on p 37 of <a href="#">Stage 6 Spanish Extension - support materials</a>.</li> </ul>	<p>Students accurately complete the template and effectively discuss aspects of culture and vocabulary.</p> <p>Students and teacher add comments to the completed templates.</p>	
1.1 1.2 2.2 2.3 2.2	<ul style="list-style-type: none"> <li>Discuss cultural aspects and vocabulary in Extract 1.</li> <li>What are the first impressions of the characters? What devices, for example, language, landscape, sound, wardrobe, does the director use that helps you form your opinion?</li> <li>Using a tool such as Google Jamboard or <a href="http://bubbl.us">bubbl.us</a>, collaboratively create a mindmap of the prescribed issues presented in this extract. Consider the examples in the Syllabus for each issue. <a href="#">Stage 6 Spanish Extension - support materials</a>, pp 48-52.</li> </ul>		
1.1 1.2 2.1	<ul style="list-style-type: none"> <li>Use the following two questions to informally introduce the monologue. Create a scaffold on the board and work through the questions as a class, in English and/or Spanish, depending on the linguistic levels of the students.</li> <li>Note: At this point the concepts, cohesion and depth of ideas is more important than language.</li> </ul> <p><i>Estudiamos el pasado para actuar en el presente y ¿cambiar el futuro?</i></p> <p><i>En el mundo de hoy, sea quien sea, se tienen s las mismas oportunidades.</i></p> <p>For more examples, go to <a href="#">Extension resources on Yammer</a>.</p>	<p>Students actively participate and collaborate in the development of ideas to create a cohesive argument with relative depth and breadth.</p> <p>Teacher observes and encourages, modifying as necessary.</p>	
2.1	<ul style="list-style-type: none"> <li>Students complete the following dialogue between Daniel and Costa, writing approximately 250 words.</li> </ul>	<p>Students creatively and accurately develop the script of the dialogue, foreshadowing events to come.</p> <p>Teacher provides one on one feedback.</p>	



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	<p>Daniel: <i>'Todos van a tener la misma oportunidad', eso dice aquí, carajo, y mi hija quiere actuar.</i></p> <p>Costa: <i>Ya les hemos dicho que no necesitamos a nadie más.</i></p>		

### Registration

After you have taught the unit of work, record in this section your evaluation of the unit and any variations you implemented or would choose to implement the next time you teach the unit. The evaluation process should include feedback from students and will inform the next steps in student learning.

### Teacher evaluation

### Comments / variations

How did the unit 'rate' in these areas?		☺	☹	☹
• Time allocated for topic				
• Student understanding of content				
• Opportunities for student reflection on learning				
• Suitability of resources				
• Appropriate sequence of activities				
• Differentiation strategies used				
• Variety of teaching strategies				
• Variety of assessment for/as learning strategies				
• Integration of Quality Teaching dimensions				
• Integration of information and communication technology				
• Literacy and numeracy strategies used				
• Learning across the curriculum content incorporated				
• Effectiveness of assessment strategies				
<b>Date commenced</b>		<b>Date completed</b>		
<b>Teacher name</b>		<b>Teacher signature</b>		
<b>Curriculum Coordinator signature</b>		<b>Supervisor signature</b>		