

Year 12 Spanish Extension – Unit of Work, Term 1

To be taught in this unit:

- Extract 2 (Triumph in the new world)
- Extract 3 (Water is life)
- Extract 4 (They take even the rain)
- Extract 5 (More important than your film)

Unit information	Unit outline
<p>Indicative time: 10 weeks</p> <p>The theme – The individual and contemporary society</p> <hr/> <p>Assessment: Assessment task 1 Week 8 Speaking 10% Writing 20% (Refer to SSCL schedule)</p>	<p>Students will explore the prescribed issues through the prescribed texts</p> <p>Prescribed issues:</p> <ul style="list-style-type: none"> • Social justice • Personal values • Abuse of power <p>Examples:</p> <ul style="list-style-type: none"> • lack of opportunities/protest/community (Social justice) • dignity, hypocrisy, ignorance (Personal values) • corruption, exploitation, intimidation (Abuse of power) <p>Prescribed texts:</p> <ul style="list-style-type: none"> • <i>También la Lluvia</i>
Objectives	Targeted outcomes
<p>Objective 1: Present and discuss opinions, ideas and points of view in Spanish</p> <p>Objective 2: 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"> • 1.1 discusses attitudes, opinions and ideas in Spanish • 1.2 formulates and justifies a written or spoken argument in Spanish • 2.1 evaluates and responds to text personally, creatively and critically • 2.2 analyses how meaning is conveyed • 2.3 analyses the social, political, cultural and/or literary contexts of text that is in Spanish

Learning intentions	Success criteria	
<p>By the end of this unit students will:</p> <ul style="list-style-type: none"> • have a clear understanding of the global meaning of the prescribed issues and sub topics • be able to clearly identify and analyse the prescribed issues in extracts 2-5 • be able to make judgements about the developments in the film, its characters and connections with the prescribed issues • continue to develop critical thinking and how to develop a point of view in Spanish. 	<p>Evidence of successful learning will include:</p> <ul style="list-style-type: none"> • ability to annotate, paraphrase, and clearly articulate the importance and relevance of the prescribed issues • ability to identify and unpack the issues in extracts 2-5 through the interpretation of text, subtext and nuances with concrete examples • ability to make connections with the prescribed issues, analyse and make judgements on developments in the film with supporting evidence • ability to think creatively, logically and in depth to support an argument in long responses. 	
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 Spanish Extension Stage 6 Syllabus (page 15).</p> <p>Knowledge and understanding of features specific to the prescribed text.</p> <p>Explore vocabulary in extracts 2-5.</p>	<p>(If links don't open, use Google Chrome web browser)</p> <p>For reference:</p> <ul style="list-style-type: none"> • El caso Mabo versus Queensland • Tengo un sueño – Martin Luther King's speech • Scenes from the movie Machuca • Summary of Animal Farm Rebelión en la granja <p>A curation of related texts to supplement the study of the prescribed text can be found in Stage 6 Spanish Extension - support materials (pages 78-79).</p> <p>Students are also encouraged to keep abreast of world affairs-current affairs-social issues and watch Q&A, Foreign Correspondence, Four Corners and news in Spanish.</p>	<p>Use relevant text types from the Continuers and Extension syllabuses:</p> <ul style="list-style-type: none"> • narrative account (reviews) • script of a dialogue • long responses such as monologues • diary entry

Resources

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

- [Bartolome de las Casas: A Short Account of the Protest Against Spanish Conquest](#)
- [Interview with Montesino](#)
- [Extract of Montesino's Sermon 1511 Santo Domingo](#)
- [Privatisation of water](#)
- [Stage 6 Spanish Extension - support materials](#)
- [Extension resources on Yammer](#)

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"> - Watch Extract 2 (Triumph in the new world) - Continue butchers paper activity commenced in Term 1 on the prescribed issues, where students recorded global examples of the issues. In groups, discuss where examples of the prescribed issues can be observed in this extract. Add examples rotating from group to group. Discuss as a class providing concrete examples and justifying observations. - Teacher extracts viewpoints from students. Offer a viewpoint from the colonists' perspective in the context of the times of world colonisation. - Compare Extract 1 (filming hasn't started yet) with Extract 2 (filming has started). The viewer can clearly see the three issues present in two very different extracts in terms of time, place and purpose. 	<p>Students begin to form their own opinions based on class discussions.</p> <p>Teacher discusses students' ideas and poses questions to ensure students have considered all key learnings required to complete the task successfully.</p>	

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1.1, 1.2, 2.3	<ul style="list-style-type: none"> - Stage 6 Spanish Extension - support materials (pp 53-55) - What is Columbus after? Discuss cultural references and symbolism of, for example, the umbrella and the gold earring. What is the meaning of the quote '<i>Y con este acto, proclamo la soberanía sobre esta tierra y mares</i>'. 	<p>Activities in support material are completed accurately.</p> <p>Students are able to clearly express an opinion, with justifications.</p> <p>Teacher observes and encourages, modifying as necessary.</p>	
1.1, 1.2, 2.3	<ul style="list-style-type: none"> - Listen to Extract of Montesino's Sermon 1511 Santo Domingo. Imagine you are one of the indigenous men listening to the sermon while it's being rehearsed. You are listening intently to the actor's voice as he says '<i>Soy una voz que clama en el desierto</i>' and '<i>Estáis en pecado mortal</i>'. Write a diary entry reflecting on what you have heard. 	<p>Students develop a coherent diary entry reflecting on the sermon with minimal errors.</p> <p>Teacher adds comments to the document, Students follow up on comments, improving word choice and structures.</p>	
1.1, 1.2, 2.3	<ul style="list-style-type: none"> - Divide the class in three groups (one for each prescribed issue) Using the annotated butchers paper from the previous activity, students add concrete examples explored in Extract 2. Students report to the class making connections with the examples of issues seen in Extract 2 with the global examples explored earlier. 	<p>Student engagement. Ability to identify concrete examples of the issues in this extract and make connections with the world</p> <p>Teacher discusses students' ideas and poses questions to ensure students have considered all key learnings required to complete the task successfully. Students add the new information to their annotations.</p>	
1.1, 1.2, 2.1, 2.3	<ul style="list-style-type: none"> - Preparing students to present opinions and argue a case – Stage 6 Spanish Extension - support materials (pp 8-24) - For sample HSC questions, go to Extension resources on Yammer where you will find a compilation of HSC questions across years and languages. Students prepare monologues for homework, record and send to the teacher for feedback. 	<p>Students practise developing a monologue that is well sequenced and has depth and breadth.</p> <p>Teacher provides one on one feedback clearly identifying areas for improvement.</p>	

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1.1, 1.2, 2.1, 2.3	<ul style="list-style-type: none"> - Watch Extract 3 (Water is life) and create a Venn diagram to illustrate the relationship between the historical reality of colonisation and the film (a film within a film) and discuss. - Students write a narrative account expressing their point of view on the following quote, '<i>Para algunos la vida ha cambiado poco y nada a pesar de los grandes cambios sociales</i>'. 	<p>Students collaborate to create the Venn diagram effectively expressing an opinion, with justifications. Teacher adds similarities and differences to Venn diagram.</p> <p>Students submit a narrative account clearly expressing and justifying their point of view.</p> <p>Teacher provides one on one feedback clearly identifying areas for improvement.</p>	
1.1, 1.2, 2.2, 2.3, 2.2	<ul style="list-style-type: none"> - Before watching Extract 3 for the second time, give each student a film technique or device, for example, language, body language, lighting, sound, wardrobe, camera angles and so on. While watching the extract, students <u>focus</u> only on that technique/device and report back to the class on the narrative they saw or heard through that device only. 	<p>Students gain an understanding of the purpose of film techniques and the impact these can have on the viewer.</p> <p>Teacher provides one on one feedback clearly identifying areas for improvement.</p>	
1.1, 1.2	<ul style="list-style-type: none"> - Explore Daniel's personality and the dynamics of the group. Is he different to Hatuey? How do we see him? What is he about? What is the mood in the group? What do we learn from this exchange? What are their hopes and aspirations? We also see Maria by herself, away from the rest of the filming crew. What do we learn from her questions? - Imagine that the group is not interrupted by the water company truck and the conversation continues with Maria and the group. Role play the dialogue. 	<p>Students actively engage in discussions. Teacher encourages student to consider different perspectives.</p> <p>Students create and present an engaging role play reflecting the personalities and dynamics of the extract. Peer feedback.</p>	

Outcomes	Suggested teaching and learning activities/ learning experiences	Evidence of learning and feedback to students	Registration date
1.1, 1.2, 2.2, 2.3, 2.2	<ul style="list-style-type: none"> - In this extract all three issues are clearly observed in current times, that is to say, outside the historical film. Students research examples of situations where the issues can be seen in society, either current or past: <ol style="list-style-type: none"> 1. Social justice (race- gender-age-sexual orientation-religion-nationality-education-mental or physical ability), 2. Personal values (patience, kindness, forgiveness, trust, selflessness, compassion and protection-honesty, truthfulness, responsibility, reliability, dependability, consistency, decency, justice, sincerity and commitment) and 3. Abuse of power (bullying, harassment, inequality, lack of opportunities) - Complete activities in Stage 6 Spanish Extension - support materials (pp 56-58). 	<p>Students have a clear understanding of issues being explored and are able to support their understanding with specific examples.</p> <p>Immediate feedback.</p> <p>Activities in support material accurately completed.</p> <p>Teacher marked with written corrections.</p> <p>Teacher can add in more practice activities to improve comprehension if general trends of misunderstanding are observed.</p>	
1.1, 1.2	<ul style="list-style-type: none"> - Continue preparing students to present opinions and argue a case – Stage 6 Spanish Extension - support materials (pp 8-24) 	<p>Students practise developing a monologue that is well sequenced and has depth and breadth.</p> <p>Peer feedback.</p>	

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1.1, 1.2	<ul style="list-style-type: none"> - Watch Extract 4 (They take even the rain) - Complete activities in Stage 6 Spanish Extension - support materials (pp 59-61). - Brainstorm the character development of Daniel, Maria and Costa. What do we learn about their personal values? - Research companies and countries that take advantage of or exploit circumstances in the name of economics. For example, sweat shops, Australia seen as exerting in power in South East Asia, diamond mining in Africa and so on. 	<p>Activities in support material accurately completed. Teacher marked and feedback provided.</p> <p>Students thoroughly research and present clear ideas on findings.</p> <p>Marked together as a whole class, with students making corrections to their own work as needed.</p>	
1.2, 2.2	<ul style="list-style-type: none"> - Watch Extract 5 (More important than your film) - Students choose one character (either Sebastian, Costa, Daniel or the women as a collective) and watch the extract from the perspective of that character only, immersing themselves in the scene from the perspective of that character. Also focus on the issues as they are seen through their character's eyes. Write an essay reflecting on what just happened to them. 	<p>Students have a clear understanding of issues being explored and are able to support their understanding with specific examples. Teacher observes and encourages, exploring issues in depth and breadth.</p> <p>Students develop and submit an essay reflecting on the enormity of the re-enactment of the drowning of the children from the perspective of <u>their</u> character.</p> <p>Teacher marked with written corrections.</p>	

Outcomes	Suggested teaching and learning activities/ learning experiences	Evidence of learning and feedback to students	Registration date
1.1, 1.2, 2.1, 2.2, 2.3	<ul style="list-style-type: none"> Analyse the perceptions and motives of all the characters in this extract. Here we can clearly see how two very different worlds collide. On the one hand we have Daniel saying that 'there are more important things than the film...' yet Sebastian thinks that's precisely why he is making the film – that the film is the vessel to bring to light that poignant time in history. Can there be a sense of deep empathy on his part? What development of character do we see? Why does Costa seem to react so passively? Complete activities in Stage 6 Spanish Extension - support materials (pp 62-64). 	<p>Students actively engage with the developments of this extract. Teacher encourages participation.</p> <p>Students further explore the personalities, personal values, motivations and perception of the world through the eyes of each individual character. Teacher makes clear observations and justifications.</p> <p>Activities in support material accurately completed. Marked as a class.</p>	
1.1, 1.2, 2.2	<ul style="list-style-type: none"> This extract evokes very strong emotions. Explore how the director uses film techniques to reach this effect. Include the song sung by the women, the silence, the pauses, their facial expressions and body language. Allocate one or two devices to students to focus on, becoming experts on that device. Students prepare annotations for the class and present a short mini lesson. 	<p>Students present a well prepared and sequenced mini lesson (together with notes) to the class.</p> <p>Teacher makes clear observations and asks probing questions.</p>	
	<ul style="list-style-type: none"> Monologue – peer marking. Students draw a question from a hat and prepare a monologue. Teachers provides students with marking criteria to support peer marking. 	<p>Students manipulate structures orally to justify their opinions.</p> <p>Students provide constructive feedback.</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				
Date commenced			Date completed	
Teacher name			Teacher signature	
Curriculum Coordinator signature			Supervisor signature	