

## Year 12 Spanish Extension – Unit of Work, Term 2

### To be taught in this unit:

- Extract 6 (Cochabamba explodes)
- Extract 7 (Only Costa can help)
- Extract 8 (The water is yours)

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> <b>Assessment task 2</b> Week 5 Text analysis 30% Writing 10% (Refer to SSCL schedule)</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 clear understanding of the global meaning of the prescribed issues</li> <li>• be able to clearly identify and analyse the prescribed issues in extracts 6-8</li> <li>• be able to make judgements about the developments in the film, its characters and connections with the prescribed issues</li> <li>• continue to develop critical thinking and how to develop a point of view in Spanish.</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 identify and unpack the issues in extracts 2-5 through the interpretation of text, subtext and nuances with concrete examples</li> <li>• ability to make connections with the prescribed issues, analyse and make judgements on developments in the film with supporting evidence</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 extracts 6-8.</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> (pp 78-79)</p> <p>Students are also encouraged to keep abreast of world affairs, current affairs, social issues and watch Q&amp;A, Foreign Correspondence, Four Corners and news in Spanish.</p>	<p>Use relevant <a href="#">text types</a> from the Continuers and Extension syllabuses:</p> <ul style="list-style-type: none"> <li>• long responses such as monologues</li> <li>• diary entry</li> <li>• article</li> <li>• note</li> </ul>

## Resources

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

- [Bartolome de las Casas: The Protector of the Indians](#)
- [Bartolome de las Casas: A Short Account of the Protest Against Spanish Conquest](#)
- [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"> <li>- Watch Extract 6 (Triumph in the new world)</li> <li>- Revise Bartolome de las Casas – who was he and what were his ideals?</li> <li>- Students role play Extract 6 and discuss points of view from different perspectives. Issues of social justice, abuse of power and personal values come to light in the charged dialogues of this extract. Do Costas and Sebastián realise that they in fact have double standards? Are they being hypocritical or do they simply fail to see what they are doing? Is the reality too uncomfortable for them to admit? Discuss the minister's observations. Refer to <a href="#">Stage 6 Spanish Extension - support materials</a> (p68) for more questions on the minister.</li> </ul>	<p>Students 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>	
1.1 1.2 2.1	<ul style="list-style-type: none"> <li>- Students, from the perspective of the minister, write a scathing article for the local newspaper about the film crew and their hypocrisy.</li> <li>- Impromptu monologue '<i>Es imposible ver el mundo a través de los ojos de otras personas</i>', and '<i>Siempre es más fácil ver los defectos de otras personas</i>'.</li> </ul>	<p>Students develop a coherent diary entry reflecting on the sermon with minimal errors.</p> <p>Teacher adds comments to the document.</p>	

Outcomes	Suggested teaching and learning activities/ learning experiences	Evidence of learning and feedback to students	Registration date
		<p>Students follow up on comments, improving word choice and structures.</p> <p>Teacher provides one on one feedback, clearly identifying areas for improvement.</p>	
1.1 1.2 2.3	<ul style="list-style-type: none"> <li>- Watch Extract 7 (Only Costa can help)</li> <li>- Brainstorm the circumstances that make Teresa think that only Costa can help? What and who does he represent? Watch the extract again and focus on the film techniques used to show Teresa's hopelessness, lack of power and sense of urgency.</li> </ul>	<p>Students 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>	
1.2	<ul style="list-style-type: none"> <li>- Imagine you are Belén, Teresa's daughter. Write a note to your mother telling her why you needed to join the protests and not to worry.</li> </ul>	<p>Students write a note which reflects the state of mind of Belén.</p> <p>Teacher adds comments to the document, Students follow up on comments, improving word choice and structures.</p>	
1.1 1.2 2.1 2.2 2.3	<ul style="list-style-type: none"> <li>- Discuss the developments of this extract. What do we learn about Sebastián? Is he pragmatic or self-serving? Were you expecting this reaction? How do you see his character development up to this point?</li> <li>- Students complete a timeline for Costa and Sebastián of moments in the film they see specific character developments. Map the changes and justify with examples from the film.</li> </ul>	<p>Student engagement. Ability to identify concrete examples of the issues in this extract.</p> <p>Teacher discusses students' ideas and poses questions. Teacher checks for accuracy of timeline.</p> <p>Students develop a coherent diary entry reflecting on the recent developments.</p>	

Outcomes	Suggested teaching and learning activities/ learning experiences	Evidence of learning and feedback to students	Registration date
	<ul style="list-style-type: none"> <li>- Students write a diary entry. Imagine you are Costa reflecting on the events of the moment you decide to help Teresa.</li> </ul>	<p>Teacher adds comments to the diary entry.</p> <p>Students follow up on comments, improving word choice and structures.</p>	
1.1 1.2 2.1 2.3	<ul style="list-style-type: none"> <li>- Complete activities on in <a href="#">Stage 6 Spanish Extension - support materials</a> (pp 69-72).</li> <li>- Divide the class in two and argue for and against: '<i>Siempre hay que defender nuestros ideales, pase lo que pase</i>'.</li> <li>- Continue preparing students to present opinions and argue a case – <a href="#">Stage 6 Spanish Extension - support materials</a> (pp 8-24).</li> </ul>	<p>Activities in support materials are completed accurately. Students are able to clearly express an opinion, with justifications.</p> <p>Teacher observes and encourages, modifying as necessary.</p>	
1.1 1.2 2.2 2.3	<ul style="list-style-type: none"> <li>- Watch Extract 8 (The water is yours)</li> <li>- Compare and contrast Extract 7 and Extract 8. Extract 7 is very frantic and charged with emotional volatility. Extract 8 is profound and filled with deep emotions. Explain how the director achieves these two very different effects. List all techniques and justify with examples.</li> </ul>	<p>Students gain an understanding of the purpose of film techniques and the impact these can have on the viewer.</p> <p>Peer feedback.</p>	
1.1 1.2	<ul style="list-style-type: none"> <li>- Daniel says '<i>sobrevivir, como siempre. Es lo que hacemos mejor</i>'. What is the sentiment behind these words? Are they a people of survivors? Are they pragmatic? Are they resigned to their fate? Do they feel victimised? Do they seek our pity?</li> <li>- Discuss the symbolism of the gift. Why does he call it <i>Yaku</i> and not simply water? What is the significance of using Quechua, his mother tongue?</li> </ul>	<p>Students actively engage in 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>	

Outcomes	Suggested teaching and learning activities/ learning experiences	Evidence of learning and feedback to students	Registration date
1.1 1.2	<ul style="list-style-type: none"> <li>- Personal values is a salient issue in this extract. Strong feelings and mutual understanding of the two cultures has been formed between Costa and Daniel, and. Write a short essay discussing how this bond was finally created. How did they get to that point in the relationship? What barrier was finally broken? How?</li> </ul>	<p>Students actively engage in 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>	
1.1 2.2 2.3	<ul style="list-style-type: none"> <li>- Complete activities in <a href="#">Stage 6 Spanish Extension - support materials</a> (pp 73-75).</li> <li>- Students reflect on what they take away from the film and the prescribed issues seen through the lens of the story.</li> </ul>	<p>Activities in support material accurately completed.</p>	
1.1 1.2	<ul style="list-style-type: none"> <li>- Continue preparing students to present opinions and argue a case – <a href="#">Stage 6 Spanish Extension - support materials</a> (pp 8-24).</li> </ul>	<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>	

## 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>	