

## Year 12 Spanish Extension – Unit of Work, Term 3

To be taught in this unit:

Revision

### Unit information

**Indicative time:** 10 weeks (5 teaching lessons)

**The theme** – The individual and contemporary society

**Formal assessment:**

Assessment task 3 – Trial examination

Weeks 2-3

Speaking 10%

Text analysis 10%

Writing 10%

(Refer to SSCL schedule)

HSC oral examinations – late August/September (see NESA timetable)

### Unit outline

Students will explore the prescribed issues through the prescribed texts

**Prescribed issues:**

- Social justice
- Personal values
- Abuse of power

**Examples:**

- Lack of opportunities/protest/community (Social justice)
- Dignity, hypocrisy, ignorance (Personal values)
- Corruption, exploitation, intimidation (Abuse of power)

**Prescribed texts:**

- *También la lluvia*

### Objectives

**Objective 1:**

Present and discuss opinions, ideas and points of view in Spanish

**Objective 2:**

Evaluate, analyse and respond to text that is in Spanish and that reflects the culture of Spanish-speaking communities

### Targeted outcomes

The student:

- 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><b>By the end of this unit students will:</b></p> <ul style="list-style-type: none"> <li>understand and talk about the prescribed issues and the sub-issues as they relate to all extracts</li> <li>explore and understand all extracts</li> <li>develop critical thinking and ways of developing and expressing a point of view</li> <li>respond creatively to the prescribed issues orally and in writing</li> <li>consolidate knowledge and understanding of literary technique</li> <li>demonstrate refinement of exam technique.</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 significance and relevance of the prescribed issues as they relate to the prescribed text</li> <li>ability to unpack a chapter by learning to interpret text, subtext and nuances, and ability to clearly identify and analyse the issues and sub-issues of the extract</li> <li>ability to think critically and creatively, and support an argument logically and effectively</li> <li>ability to create written and spoken text in response to stimulus</li> <li>demonstrated ability to talk about literary technique and how it is used to convey meaning</li> <li>demonstrated improved outcomes in practice exams.</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>(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>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>monologue</li> <li>narrative account</li> <li>short essay</li> </ul>

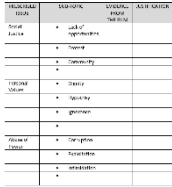
## Resources

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

- [Stage 6 Spanish Extension - support materials](#)
- [Extension resources on Yammer](#)
- [NESA past HSC papers](#)
- [Advice for students](#)
- [Text types](#)

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 2.1 2.2 2.3	<ul style="list-style-type: none"> <li>- Flipped classroom – students study all aspects of a chosen extract including prescribed issues, language, film technique and character development to be presented to their peers. This study will be supported by study notes.</li> </ul>	<p>Students develop an in-depth study of their chosen extract together with detailed study notes and issues clearly identified with examples. Presentation is clear and ideas well organised.</p> <p>Teacher provides one on one feedback clearly identifying areas for improvement.</p>	
1.1 1.2 2.1 2.2 2.3	<ul style="list-style-type: none"> <li>- Complete past HSC examination papers and discuss as a class, <a href="#">NESA past HSC papers</a>.</li> <li>- Using a scaffold and sample vocabulary (see support material), revise structure of long responses.</li> <li>- Using the proformas and suggested activities, 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 answer questions accurately and succinctly.</p> <p>Using the marking criteria from the exam pack, teachers mark and provide feedback to students.</p> <p>Students practise developing a monologue that is well sequenced and has depth and breadth.</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>- <b>All</b> students take a monologue question from a hat and prepare a monologue. Teachers then chooses a student to present.</li> <li>- Use those same questions to prepare short essays and articles.</li> </ul>	<p>Teacher provides one on one feedback clearly identifying areas for improvement. Teachers marks essay and provides detailed feedback.</p>	
<p>1.1 1.2 2.1 2.2 2.3</p>	<p>Note: this worksheet 'mapping quotes to issues' can be found in <a href="#">Extension resources on Yammer</a>.</p>  <ul style="list-style-type: none"> <li>- In the EVIDENCE column, students identify attitudes/themes/quotes from the film that help to illustrate or reflect the given issue/sub-topic. In the JUSTIFICATION column, students explain, in their own words, why they chose these examples, including the impression they convey to the audience.</li> <li>- Group activity             <ol style="list-style-type: none"> <li>1. Write the three issues on the board and compile a list of examples where those issues appear. Students make a grid with the issues and examples in their books.</li> <li>2. Students complete the same activity but in reverse – list the 8 extracts and write down examples of issues identified (colour coding is an effective strategy for visualisation).</li> </ol> </li> </ul>	<p>Students complete the activity clearly identifying attitudes, themes and quotes.</p> <p>Work marked through discussion and development of ideas.</p>	

Outcomes	Suggested teaching and learning activities/ learning experiences	Evidence of learning and feedback to students	Registration date
1.1 1.2 2.2	<ul style="list-style-type: none"> <li>- Complete proforma on film techniques for all extracts <a href="#">Stage 6 Spanish Extension - support materials</a> (p37).</li> <li>- Students complete text analysis, 'Algunos quieren cambiar el mundo' <a href="#">Extension resources on Yammer</a>.</li> </ul>	<p>Students clearly identify film techniques in all extracts, including sound, language, camera angle and so on.</p> <p>Students understand the purpose of these techniques in the extracts.</p> <p>Teacher guides class discussion.</p>	
1.1 1.2 2.1 2.2 2.3	<ul style="list-style-type: none"> <li>- Students complete Spanish HSC Part B questions – <a href="#">Extension resources on Yammer</a>.</li> <li>- Students write a narrative account of the film.</li> <li>- A film within a film – students complete a Venn diagram with the issues presented in both films. Discuss similarities.</li> </ul>	<p>Students practise Part B HSC questions. Peer marked.</p> <p>Teacher marks narrative and provides one on one feedback clearly identifying areas for improvement.</p> <p>Students actively engage in the Venn diagram activity.</p> <p>Teacher discusses students' ideas and poses questions to ensure students have considered all possible issues as they relate to both films.</p>	
1.1 1.2 2.1 2.3	<ul style="list-style-type: none"> <li>- Examination technique – students revise glossary of terms, how to approach the exam, marking criteria and notes from the marking centre from previous years.</li> <li>- The exam – refer to <a href="#">Advice for students</a>.</li> </ul>		

## 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>	