# Lección 4 - Las garras del  poder

Content Area: **World Language**
Course(s): **Spanish 4H**
Time Period: **Semester 2**
Length: **May - June**
Status: **Published**

## Standards

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| 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.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.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. |
| 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. |
| 7.1.IH.IPERS.6 | Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas. |
| 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.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. |
| 7.1.IH.PRSNT.6 | Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture. |

## Enduring Understanding

1. Communicating in another language allows people to obtain information, express feelings and exchange opinions with a wider audience.-**FL.IH.7.1.IH.IPERS** - Interpersonal Mode of Communication-[*Core Idea*] - Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

2. Expressing emotions is directly affected by cultural perspectives and contexts.-**FL.IH.7.1.IH.PRSNT** - Presentational Mode of Communication- [*Core Idea*] - Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

3. Social norms influence one's perceptions of society and culture-**FL.IH.7.1.IH.IPRET** - Interpretive Mode of Communication-[*Core Idea*] - Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

## Essential Questions

1. What is social responsibility?

2. How is social responsibility different in different cultures?

2. Why is society important?

3. What impact does power and authority have on social dynamics?

## Knowledge and Skills

The Performance Expectations for this unit are:

INTERPERSONAL MODE

- engage in the oral exchange of information, options, and ideas in a variety of time frames in formal and informal situations. FL.AL.7.1.AL.IPERS.1
- engage in the oral exchange of information and to clarify meaning by using a variety of strategies. FL.AL.7.1.AL.IPERS.2
- state and support opinions in oral interactions. FL.AL.7.1.AL.IPERS.3
- use a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of

topics.  FL.AL.7.1.AL.IPERS.5

PRESENTATIONAL MODE

- engage in the written exchange of information, opinions, and ideas in a variety of frames in formal and informal situations.  FL.AL.7.1.AL.PRSNT.2
- write formal and informal correspondence in a variety of media using appropriate formats and conventions  FL.AL.7.1.AL.PRSNT.3
- uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.  FL.AL.7.1.AL.PRSNT.4
- self-monitor and adjust language production.  FL.AL.7.1.AL.PRSNT.35

INTERPRETIVE MODE

- demonstrate comprehension of content from authentic audio, audiovisual, and visual resources. FL.AL.7.1.AL.IPRET.2
- demonstrate comprehension of a variety of vocabulary, including idiomatic and culturally authentic expressions.  FL.AL.7.1.AL.IPRET.1
- identify the distinguishing features of authentic audio, visual, and audiovisual resources.  FL.AL.7.1.AL.IPRET.3
- demonstrate and understand the features of target cultures and communities.  FL.AL.7.1.AL.IPRET.4

## Transfer Goals

Students will be able to...

-Construct a personal view on the cultural perspectives of authority and social responsibilities.

-Make connections between their own views of power and that of others from different cultures.

-Compare and contrast their own experiences with authority and those of others in Spanish Speaking Cultures.

## Resources

Teacher will use the following resources:

1. Grammar-Subjunctive-practice-https://edpuzzle.com/media/6094589fbf46de418970af0f

2. Grammar-Compound tenses-practice-https://www.gimkit.com/practice/644fa401ab01f60038099991

3. El ojo en la nuca-Short film-https://youtu.be/kDJmyqWtoz4?si=9lkPv9IALjbcnDuT

4. Pablo Picasso-La Guernica-https://www.vhlcentral.com/home

## Assessments

https://docs.google.com/document/d/1lo2AIasvf4HI9gJfGI60hDv57y4d5XKz4Hmy8MukXIQ/edit

## Modifications

https://docs.google.com/document/d/1cUIE1QRfV7jJNjgU2NdcW1x91UAyDENe/edit