Unit 4: Culture Through Film and Literature

Content Area: **World Languages**
Course(s):
Time Period: **Marking Period 1**
Length: **5-6 Weeks**
Status: **Published**

Brief Summary of Unit

Students will continue to build upon their working knowledge of Spanish language and culture. Students will engage in aural, oral, and written communicative tasks as well as develop further cultural understanding through focus on the interrelatedness between film and literature and the cultures of specific countries in the Spanish speaking world.

Culture through Film & Literature

Students will be exposed to different forms of media via the Internet, television, streaming videos, and music. They will learn how these different forms influence the Spanish culture and demonstrate an understanding of the traditions, products (texts and films) and perspectives of the Spanish cultures. Students will reinforce and expand their knowledge of other areas of study (literature and film studies) through Spanish. Students will be able to compare the textual sources and their adaptations to film. Through film students will be able to address a two-fold goal: explore at various levels the different cultural aspects portrayed in the movies (and therefore improve students' critical thinking skills) and develop further proficiency in the interpretive mode.

The pacing of the unit is contingent on student acquisition of the language as related to their ability to communicate spontaneously on the topic(s) presented.

Standards

CS.K-12.2.b Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

LA.K-12.NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.K-12.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.K-12.NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CS.K-12.2.d Evaluate and select technological tools that can be used to collaborate on a project.

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

CS.K-12.2.a Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

LA.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

HE.K-12.P.10 Using technology tools responsibly

CS.K-12.2.c Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

LA.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

MA.K-12.1 Make sense of problems and persevere in solving them.

TECH.K-12.P.8 [Practice] - Use technology to enhance productivity, increase collaboration and communicate effectively.

PFL.9.1.K12.P.4 [Practice] - Demonstrate creativity and innovation.

WRK.K-12.P.9 [Practice] - Work productively in teams while using cultural/global competence.

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The WL content standards identified for this unit, in addition to the identified associated cross curricular content-based standards, are relevant to this course.

7.1.IL.IPRET	Interpretive Mode of Communication
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
7.1.IL.IPERS	Interpersonal Mode of Communication
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target

	culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.PRSNT	Presentational Mode of Communication
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Essential Questions

- o How do film and literature reflect culture, perspectives and practices of a people?
- o How does a filmed or live production of a story or drama stay faithful to or depart from the text or script?
- o How has confidence in my ability to respond to what I hear and interpret what I read / view in Spanish increased as a result of a focus on the communicative aspects of the language?
- o How will my knowledge of English grammar help me understand Spanish grammar?
- o What is the theme or central idea of a text?
- o What vocabulary and expressions are necessary to discuss film and literature?

Students Will Know

- • how to identify and determine the rationale for the implementation of a variety of tenses when reading literature and viewing films in the target language.
- • how to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- • the correlation that exists between the perspectives, practices and products of a people and film and literature.
- • the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- • the importance of grammatical accuracy to enhance message clarity.
- • the interrelatedness of the communicative modes (interpersonal, interpretive and presentational) and the importance of development of each mode for enhanced communication and message clarity.
- • the meaning of words and phrases reflecting regional and cultural norms and figurative and connotative meanings.

Students Will Be Skilled At

- communicating orally in Spanish using clear diction, good pronunciation, and suitable intonation when discussing ideas and events portrayed in literature and/or film.
- demonstrating comprehension of Spanish in written and oral form when discussing and summarizing the overall meaning of ideas and events portrayed in literature and/or film.
- engaging in discussions with peers about Spanish literature and film and sharing their impressions of these sources.
- identifying specific vocabulary and expressions incorporated into literature and film to demonstrate their understanding of how they reflect regional and cultural norms
- identifying specific vocabulary and expressions incorporated into literature and film to demonstrate their understanding of their figurative and connotative meaning.

Evidence/Performance Tasks

- Engage in interpretive communication: o Answer questions about the presentations in which they engage and the conversations made by their peers to address the content discussed and make connections to the information they learned about the countries studies at this point in the course o Role play a journalist and create an interview of an author or filmmaker about their work. o Retell in their own words the sequence of events that occurred in a film ad/or story
- Engage in interpersonal communication: o Work in pairs / small groups to re-enact different aspects of story lines portrayed in literature and film o Engage in film analysis discussion o Demonstrate an understanding of the traditions, products (texts and films) and perspectives of the Spanish cultures o Reinforce and expand knowledge of other areas of study (literature and film studies) through Spanish oCompare textual sources and their adaptations to film o Work in pairs / small groups to engage in conversation using appropriate tense based on the context of the discussion
- Engage in presentational communication: o Write in Spanish incorporating appropriate vocabulary, grammatical form and tense to discuss cultural influences in literature and film o View still images from films to determine and explain the significance of the image to the plot using film vocabulary and expressions o Describe what occurred in a film using the past tense o Engage in peer editing and constructive criticism of classmates' presentations in providing feedback in written form based on structure and content of the presentation

Learning Plan

- Develop rubrics and project descriptions that require students to engage in skits and role-playing to practice and demonstrate mastery of the use of Spanish to effectively discuss literature and film pieces.
- Encourage students to practice reading comprehension and application of understanding to promote the development of spontaneity in the language.
- Expose students to vocabulary necessary to o analyze film o discuss literary devices and techniques.
- Incorporate ancillary materials for authentic listening practice/exercises.
- Introduce students to biographical information about the authors of the works they will read in order to promote their understanding of the interrelatedness between the frame of reference of the author at the time the work was written / produced.
- Provide authentic scenarios within which students use the language in meaningful ways to promote relevant and real-world discussion about literature and films.
- Provide daily practice in each of the modes of communication (interpretive, interpersonal and presentational) to promote an understanding of the interrelationship between these modes to the

development and promotion of consistently effective and accurate communication.

- Require that students insert accent marks (when conjugating verbs and when spelling terms) utilizing the ALT key and codes and the insertion of symbols as learned and practiced in earlier units.
- Review question/answer formations to model effective oral communication

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1auAf_ekbjIuHu29eh8Vy7_p7cASUjs_JQ6IhEjFoibk/edit?usp=sharing