Spanish 4

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# **essential understanding**

The first film screening in Spain took place in Barcelona in 1895; In 1916, the city of Barcelona was the center of the country's silent film industry. The first Spanish film company was founded in 1928 in Madrid, a city that became the new center of the film industry. At that time, epic and historical films were the most popular and the most common, films that would dominate the market until the 1960s. In this lesson, you will use Spanish to learn about one prominent Hispanic: Pedro Almodovar, you will watch a video about Pedro Almodovar one of Spain’s leading cinematographers, you will express your opinion about Spanish film. Last but not least you will write about “las aventuras de Don Quijote en el Mundo 21 incorporating the Imperfect and the Infinitive.



“El que lee mucho y anda mucho, ve mucho y sabe mucho.” ~ Miguel de Cervantes Saavedra.

**overview**

This unit is designed to increase the cultural/language competency of Spanish 4 level. While expanding your cultural knowledge by studying Spain’s culture, historical events, to meet some of Spain’s most important historical figure, and to visit historical and artistic sites. You will improve your listening, speaking, and writing skills.

You will boost listening skills through videos, Audio, and dictations in Spanish. Speaking skills increase through discussions, role plays, and questions following each reading of articles and short stories. Writing skills are addressed with daily grammar exercises, comprehension questions, and paragraphs written as literacy responses to required reading. Comprehension skills are practiced by summarizing, completing exercises, developing graphic organizers, historical time lines as well as other visual aides.

The goal is to help you to become life long learners and users of the foreign language and expand your social dimension by working in pairs and small groups. Interactive notebook per unit are required and form part of the assessment. The interactive notebook should include the reading guides to the articles and short stories, notes taken in class, and assessment.

**Guiding question 1:**

What are the conjugations for Imperfect and Infinitive verbs in Spanish?

**Lessons: Bring your interactive notebook to all lessons**

1. \_\_\_\_\_ Vocabulary — El cine
2. \_\_\_\_\_ Pedro Almodovar
3. \_\_\_\_\_ El cine español
4. \_\_\_\_\_The Imperfect
5. \_\_\_\_\_The Infinitive

**Individual Work**

**Week 1- Jan 16th- 31st**

\_\_\_\_\_\_1. ***Opening lesson***: Active vocabulary, learn the new vocabulary about “el cine español” by creating flashcards, translating the words, draw a picture and describe it with your own words or record practicing the pronunciation.

\_\_\_\_\_\_2. Think about movie director’s responsibilities and write them down in your notebook.

\_\_\_\_\_\_3. Read a short article ***“Antes de empezar el video”*** and answer the following questions on Pg. 112.

\_\_\_\_\_ 4. Then, read background information on *Pedro Almodovar, un gran cineastra español.* Pg. 112 and answer the following questions for understanding on pg. 113.

\_\_\_\_\_ 5. Watch “Tacones lejanos” by Almodovar and predict what you think you will be seeing on the video. Write some of your predictions in your notebook.

\_\_\_\_\_ 6*.* After watching the video, answer the following questions on pag. 115

***Group Work-***

***Week 2- Feb 1st – Feb 13th***

***Choose one from the following choices.***

*\_\_\_\_\_*1*.* Create a 1-2 minute short movie trailer. Make sure your movie trailer has an appropriate little. The title should reflect the content of your movie, what is it about? Each member should write an explanation about their experience making a Movie Trailer in Spanish. Make sure the incorporate “vocabulario--- el cine” studied in class.

*Or*

\_\_\_\_2. Dramatize an interview with almodovar or another famous Hispanic filmmaker. Ask he/she what are the responsabilidades of a “cineasta”?

***Individual Work-***

***Week 3- Feb 20th-*** ***March 2nd***

*\_\_\_\_*1.Grammar lesson on the ***Imperfect***. Place your lesson information in your interactive notebook and choose a way to demonstrate how you will learn and study the lesson (Example: Create flashcards, record practicing the pronunciations learned, write a short commercial using the verbs conjugated in class) or create a flip chart **on the Imperfect** verbs conjugations. Pg. G46

*\_\_\_\_\_2.* ***Practice grammar:***Read the short story “El arrepentido” by Ana Maria Matute. And identify the imperfect verbs which appear in the text by underlying.

*\_\_\_\_\_3.* ***Practice more grammar:***Do the exercises **a & b** on pg. G47

\_\_\_\_\_4. **Practice more grammar:** practice writing a mock journal entry of a day in your life. You are required to included the following things: -A minimum of 15 sentences - Minimum of 5 verbs in the Imperfect tense -Minimum of 5 past verbs -Minimum of 2 present tense verbs. (I will collect it the day of your assessment).

**Assessment-Due Thursday, March 5th**

\_\_\_\_Monday, March 5th**:** Interactive notebook check in (Please make sure your week’s lessons are all included in the notebook).

\_\_\_Monday, March 5th**:** Test on grammar on ***Imperfect***

\_\_\_Monday, March 5th:Writing composition in Spanish of about 100 words, within the frame presented.