

Lesson Plan

Instructor: Crystal Marull

Student: Crystal Marull

Date: September 23, 2014

Course 940:313:02: Spanish 313-Advanced Spanish Conversation and Contemporary Issues

Topic: El cine

Allocated Time: 80 minutes

Student Population: 10 students: 7 girls and 3 boys. No special accommodations.

ACTFL Standards

Integration of knowledge and ideas

Interpretive Communication (Standard 1.2)

- Interpret content from authentic multimedia and digital/print resources.

Cultures: Practices and Products (Standards 2.1 and 2.2)

- Compare and reflect on products, practices, and/or perspectives of the target culture(s).

Connections: Reinforce Other Disciplines (Standard 3.1)

- Make cross-curricular connections.

Comparisons: Cultures (Standard 4.2)

- Evaluate similarities and differences in the perspectives of the target culture(s) and one's own culture(s) as found in multimedia and digital/print resources.

Communities: Beyond the School Setting (Standard 5.1)

- Analyze the features of target culture communities (e.g. geographic, historical, artistic, social and/or political).

ADVANCED STUDENTS:

- Analyze how cultural perspectives influence texts on similar themes or topics.
- Analyze the origins of idioms as reflections of culture, citing examples from the technical, informational and literary texts from the target culture and the student's own culture.
- Identify the threads of the text's argument with supporting details.
- Makes inference and derives meaning from context and linguistic features.
- Participates in discussions about issues beyond the concrete.
- Produces discourse in full paragraphs that are organized, cohesive, and detailed.

Goal for Understanding: Students will develop their auditory comprehension and oral expression including appropriate pronunciation, fluency, grammatical precision, and cohesive discourse, with emphasis on specialized cinematographic vocabulary and contemporary cultural issues represented in film.

Instructional Objective (Statement): Students will be able to identify and utilize specific cinematographic language as well as idioms specific to the Argentine dialect. Students will be able to discuss issues of relationships as well as critique in writing the representation of such in the short "No me ama". Students will be able to identify and incorporate prior knowledge of indirect discourse.

| Student Behaviors | Sources of Evidence | Criteria for Evaluation |
|--|---|---|
| Students will identify films by listening to their description. | Students will complete the Pelipareja activity. | Instructor will observe the students' interactions and participation. |
| Students will be able to summarize in 2-3 sentences the short "No me ama". | Students will write a brief summary following the model of "Pelipareja" and read it to the class. | Instructor will |
| Students will provide their opinion about the | Students will participate in a class | |

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| <p>definition of love.</p> <p>Students will identify Argentine expressions/slang and compare them to English expressions.</p> <p>Students will transform Argentine expressions from direct discourse to indirect discourse and provide context that demonstrates understanding.</p> <p>Students will read and interpret the content from an authentic film critique.</p> <p>Students will collaboratively describe, narrate, report, and assess, in writing specific aspects of the film “no me ama”.</p> <p>Students will debate/discuss gender roles and gender stereotypes in a romantic relationship offering their opinion and reflecting on and comparing cultural perspectives and practices of the target culture to their own.</p> | <p>discussion.</p> <p>Students will listen and read Argentine expressions and will provide a verbal comparison in English.</p> <p>Students will write new sentences on a piece of paper and will share their answers for group review.</p> <p>Students will share their critique of the critique with the class.</p> <p>Students will write a 1 page critique of the film “No me ama” focused on the assigned aspects.</p> <p>Students will participate in a classroom debate/discussion</p> | <p>review answers to Pelipareja. Instructor will collect group-written movie critique.</p> |
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Teaching to the Objective

| Class time | Estimated Time: | Teaching to the Objective | Mode of Communication |
|------------|-----------------|---|---|
| 10 | 8-10 minutes | <p style="text-align: center;">Introduction/Motivation/ Prior Knowledge</p> <p style="text-align: center;">In pairs</p> <ul style="list-style-type: none"> - Students will activate prior cinematographic vocabulary by completing the “pelipareja” activity. (Each partner listens to the synopses read by their partner and matches the description to the most appropriate movie title based on the image of the movie billboard). - After completing the activity students will provide the final answers to the class and discrepancies will be debated. | <p>Interpersonal/ Interpretative</p> <p>Interpersonal</p> |
| 15 | 5 min | <ul style="list-style-type: none"> - Transitional activity – students will summarize the film “no me ama” in 2-3 sentences following the model from the “pelipareja” activity. They will then read their summary aloud to the class and/or group. | <p>Interpretative / Presentational</p> |
| 20 | 5 min | <p style="text-align: center;">Developmental Activities:</p> <ul style="list-style-type: none"> - Class discussion about love. <i>¿Qué tipos de amor existen? ¿En qué se diferencian? ¿Qué distintas expresiones usamos en español para referirnos al amor? ¿Cómo expresamos el amor hoy día?</i> | <p>Interpersonal</p> |
| 28 | 8 min | <ul style="list-style-type: none"> - Students will identify read and listen to Argentine expressions/slang from the film and will offer an English comparison. They will incorporate the expressions in a | <p>Interpretative / Interpersonal</p> |

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| | | statement they will make to their partner. | |
| 36 | 8 min | - Students will review indirect discourse and incorporate new expressions by transforming Argentine expressions from the film into indirect discourse. Students will read their answers to the class. | Interpretative |
| 51 | 15 minutes | - Students will read and interpret the content from an authentic film critique of “no me ama”. | Interpretative |
| 56 | 5 minutes | - In small groups they will respond to the following questions - <i>¿Te parece una buena o una mala crítica? ¿Por qué?</i> <i>¿Estás de acuerdo con las afirmaciones del crítico?</i> <i>Si no hubieras visto la película, ¿crees que al leer la crítica hubieras tenido interés en ir a verla? ¿Por qué?</i> | Interpersonal |
| 76 | 20 minutes | - In groups of 2-3, students will be assigned a specific aspect of the film to critique and they will write their own critique including, narration, reporting and opinion. | Interpersonal / Interpretative / Presentational |
| | <i>if time permits</i> | - Students will discuss how the film would have been different if the protagonists had their smartphones with them. | Interpersonal |
| | <i>if time permits</i> | - Students will debate/discuss gender roles and gender stereotypes in a romantic relationship offering their opinion and reflecting on and comparing cultural perspectives and practices of the target culture to their own. | Interpersonal |
| | | Assessment: The students will be observed and informally assessed to see if they are participating in group work, class discussions and individual work. The film critique will be submitted and reviewed. | |
| | | Closure: | |
| | | - Call the class together. | |
| | | - Review assignments for Thursday – Specifically intro to “También la lluvia” | |
| | | - Inform students of the upcoming latin film festival at NYU. | |

Materials:

- Pelipareja worksheet
- Film critique article
- Ficha de trabajo
- Reseña
- Text books
- Internet access to show videos
- Projector
- Speakers