

**World Languages  
Spanish V  
Unit 3: Columbia**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Language enables communication.</li> <li>▪ Language is inextricably linked to culture.</li> <li>▪ Western languages have certain structural similarities.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ Where is Columbia?</li> <li>▪ What are some relevant geographical points of interest?</li> <li>▪ What are the revolutionary groups and how do they impact the social and political structure of Columbia?</li> <li>▪ Who are the resistant groups to the revolutionary groups and what have they done?</li> <li>▪ How does the political climate affect the USA and other countries?</li> <li>▪ Who is Gabriel Garcia Marquez?</li> <li>▪ How does the political environment influence literature?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Militant subversive groups are involved in the Columbia Drug War.</li> <li>▪ Political issues are reflected in literature. Individuals living under oppressive governments and regimes have different reactions to their situation.</li> <li>▪ Political events extend beyond an individual country's borders.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ political terms, acronyms of revolutionary groups</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Recognize how the history of current events in Columbia shape and impact Colombian relationships around the world.</li> <li>▪ Discuss current events pertaining to Columbia-US relations.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>World Languages</u></p> <p>A. Communication</p> <p>A1. Interpersonal</p> <p>Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and intonation which would be comprehensible to a native speaker accustomed to interacting with language learners.</p> <ol style="list-style-type: none"> <li>a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries.</li> <li>b. Provide and exchange detailed information on familiar topics, orally and in writing.</li> <li>c. Describe and explain states of being, orally or in sign language, and in writing.</li> <li>d. Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning.</li> </ol>

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**Related  
Maine Learning  
Results**

**A2. Interpretive**

Students comprehend conversations, narratives, and recorded material in familiar contexts that are longer and/or more complex than those in the 6-8 grade span.

- a. Identify main ideas, topics and specific information in a variety of authentic written/signed materials.
- b. Identify main ideas, topics, and specific information in authentic films.
- c. Identify main ideas, topics, and specific information in a variety of authentic oral/signed materials.
- d. Interpret the author's use of literary devices evident in prose and poetry.

**A3. Presentational**

Students express their own thoughts to describe and narrate in oral/signed and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by native speakers accustomed to interacting with language learners.

- a. Read authentic passages aloud with appropriate pronunciation, phrasing, and into notion.
- b. Relate a story about a personal experience or event orally or in sign language.
- c. Paraphrase and/or summarize texts orally or in sign language, and in writing using a presentational format.

**A4. Language Comparisons**

Students use their understanding of the nature of language to enhance their communication in the target language.

- b. Identify examples of vocabulary in both languages that do not translate directly from one language to another.
- d. Identify examples of how vocabulary (in English and the target language) that convey different meanings in different contexts.

**B. Culture**

**B1. Practice and Perspectives**

Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken

- a. Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken.
- c. Identify differences in cultural practices among peoples that speak the same language.

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<p><b>Related Maine Learning Results</b></p>	<p>B2. Products and Perspectives Students explain how political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken.</p> <p>B3. Comparison with Own Culture Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives.</p> <ul style="list-style-type: none"><li>a. Identify and compare influential figures from the two cultures.</li><li>b. Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the target language is spoken.</li><li>c. Use the target language in a manner that would be considered appropriate by native speakers and explains what makes it appropriate communication.</li></ul> <p>C. Connections</p> <p>C1. Knowledge of Other Learning Results Content Areas Students use the target language to enhance their knowledge of other Learning Results content areas.</p> <ul style="list-style-type: none"><li>a. Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English.</li><li>b. Provide examples of information gathered through target language resources that are applied in other Learning Results content areas.</li></ul> <p>C2. Distinctive Viewpoints Students locate authentic resources and describe ideas about the target language and associated culture(s) that are available only through sources in the target language.</p> <ul style="list-style-type: none"><li>a. Interpret short prose, poetry, or plays in the target language that reflect the culture(s) in which the target language is spoken and make connections to the viewpoints of the culture associated with the target language(s).</li><li>b. Located selected magazines, newspapers, authentic entertainment media an electronic media in the target language and use these media as the basis for describing the viewpoints of the culture associated with the target language(s).</li></ul>
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<b>Related Maine Learning Results</b>	<p>D. Communities D1. Communities Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers and to understand the importance of culture and language in the 21<sup>st</sup> century.</p> <p>a. Interact with people, either in the community of online, who use the target language in their professions.</p> <p>b. Independently access a variety of target language sources for one's own entertainment or enrichment.</p>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Read Prologue of ex-FARC hostage Ingrid Betancourt's book <u>Until Death Do Us Part</u> and discuss in Spanish.</li> <li>▪ Discuss current events in Spanish.</li> <li>▪ View video clips from <u>The Story of Killing Pablo</u>.</li> <li>▪ View BBC interview of rescued hostage Ingrid Betancourt.</li> <li>▪ View you tube video clips of FARC member work and rescue</li> <li>▪ Read literature by Nobel Literature prize winner Gabriel G. Marquez, <u>Un día de estos</u>, <u>Una tarde prodigiosa de Baltasar</u>, <u>La siesta de martes</u>, <u>Espumo yu nada mas</u>.</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Oral participation</li> <li>▪ Essay on reflections and opinions</li> <li>▪ Quizzes and tests</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ Literature of Un dia de estos</li> </ul> </li> <li>▪ <u>Videos:</u> <ul style="list-style-type: none"> <li>○ <u>The Story of Killing Pablo</u></li> </ul> </li> <li>▪ <u>Other Resources:</u> <ul style="list-style-type: none"> <li>○ Current events from new sources El tiempo and BBC</li> </ul> </li> </ul>