

Grade 12

Distance Learning Module #3: Week of: April 13th - April 17th

World Language - Spanish 6 Cinema & Conversation- *Modified from* [Unit #5 - "Los inocentes" de la guerra](#)

Targeted Goals from Stage 1: Desired Results

Content Knowledge: Main ideas and themes from the film *Espinazo del diablo*.

Vocabulary: Related to the film, *Espinazo del diablo* (The Devil's Backbone).

Skills: Analyzing main ideas and themes from the films, including associated research. Reading and interpreting texts at the intermediate level. Discussing the films using appropriate unit vocabulary. Analyzing the use of specific directors' choices in the films and their purpose.

Expectation: Students will discover why Guillermo del Toro chose to use a horror film/ghost story to represent the Spanish Civil War in the film *El espinazo del diablo*. What happens inside of the orphanage is just as important as outside. How does war affect children? What perspective do they represent? Children give a unique and different perspective to war.

| Description of Task (s): | Resources and Materials: | Daily Checks (Return to Google Classroom or snapshots from a cell phone) |
|---|--|---|
| Monday: 1. Research and create questions in preparation of their socratic seminar. | 1. Socratic seminar graphic organizer | 1. Fill out research and questions on the graphic organizer posted to Google Classroom. |
| Tuesday: 1. Give them final questions and let them prepare for a socratic seminar. | 1. Socratic seminar graphic organizer | 1. Fill out research and questions on the graphic organizer posted to Google Classroom. |
| Wednesday: 1. Socratic Seminar via ZOOM | 1. ZOOM video conferencing platform | 1. Students actively participate in discussion. |
| Thursday: <i>Espinazo del diablo</i> . | 1. Video and articles posted on Google | 1. Answer questions on Video/Interview |

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|---|---|--|
| 1. Introduction of Guillermo del Toro 2. Read article on the Spanish Civil War | Classroom and student Movie Packet. | in Student Movie Packet |
| Friday: <i>Espinazo del diablo</i> . 1. Vocab acquisition. Assigning groups sections of vocab and each group is responsible for synonyms/antonyms and definitions. Master list compiled on Friday. | 1. Packet with movie and vocabulary uploaded on Google Classroom. 2. Document of assigned group vocab. | 1. Entering vocab synonyms/antonyms and definitions into group assigned documents on Google Classroom. |

Week criteria for success (attach student checklists or rubrics): Daily checks in the form of a discussion post on Google Classroom (viewing log).

Supportive resources and tutorials for the week (plans for re-teaching): Students will work with the instructor on a case-by-case basis.