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| **TGC Fellow Unit Plan Template** | | |
| Prepared by: Diana Newell School/Location: West Middle School / Andover, MA | | |
| Subject: Spanish Grade: 8 Interdisciplinary Unit Title: Fútbol and Political Unrest in Spain  Time Needed: 4 weeks | | |
| Unit Summary: Students will first learn vocabulary related to one of their favorite sports- soccer. There is a mandatory unit on sports and staying healthy in the curriculum so this is the entry point to a deeper investigation opportunity. After discussing soccer, health benefits and dangers, it’s importance in our community, the USA, and the world, we will then focus specifically on soccer in Spain. There is a long-standing and truly intense rivalry between the two most popular teams out of Spain and this rivalry took form from a history of political conflict. Students will begin by investigating\* the historic, cultural, linguistic, and political differences between Spain and Catalonia by collecting and analyzing credible information to understand the strong identities and cultural diversities within the country. A student-generated vocab list will be created. They will acknowledge their own perspectives relating to soccer and politics and examine how these two topics seems to be inseparable in the minds of many of Spain’s inhabitants. Students will research current events in regard to this political conflict and discuss issues of human rights and social justice via social media. They will also look at lasting effects on Spain’s economy and the global economy. Hopefully they will also have the opportunity to interview people on either end of the debate to understand their perspectives. Finally, students will be asked to pick a side and defend their choice. (This lesson will not be taught until the spring trimester so there is plenty of time for more of this story to unfold. Depending upon current events and future outcomes, students may also have the opportunity to assess what happened and/or brainstorm ideas for conflict resolution.)  \*Unit must be taught in the target language (Spanish) and therefore much of the investigation will need to be guided and student’s proficiency level will need to be taken into account, however, expectations for completion quality are still very high. | | |
| STAGE 1: Desired Results | | |
| ESTABLISHED GOALS:  WL MA Curriculum Frameworks:  Using sentences, strings of sentences,  and recombinations of learned words,  phrases, and expressions,students will:  Communication  1.10 Exchange opinions about people, activities, or events  1.11 Discuss class reading  2.3 Obtain information and knowledge  2.4 Read and interpret...informational texts  2.8 Understand important ideas and details in highly contextualized authentic and adapted texts  3.11 Give presentations on planned activities or on cultural topics  3.14 State and support opinions to convince or persuade a listener or reader  Cultures  4.1 Use appropriate words, phrases, expressions, and gestures in interactions  4.10 Identify distinctive aspects of the target culture presented in print literature, visual arts, films, and videos, and relate these to the cultural perspectives of the target culture  4.11 Identify historical and/or cultural figures from the target culture and describe their contributions  4.12 Identify, place in chronological order, and describe the significance of important historical events in the target culture  Comparisons  5.13 Compare, contrast, and analyze articles in newspapers, journals, and TV and radio broadcasts in the target language  6.5 Compare, contrast, and exchange views on an aspect of the target culture  Connections  7.2 Obtain information and knowledge related to other disciplines from sources in the target language  (History/Social Studies, Economics)  Communities  8.2 Apply knowledge of the target language and culture beyond the classroom setting  GLOBAL COMPETENCY:  Investigate the World  Recognize Perspectives  Communicate Ideas  Perspectives:  Interdependence and Globalization  Identity and Cultural Diversity  Peacebuilding and Conflict Resolution  TECHNOLOGY USED:  Google Classroom & apps  Quizlet.com  Youtube.com  Padlet.com  Twitter  Instagram  Various online articles  Google Earth  RESOURCES: | *Transfer* | |
| *Students will be able to independently use their learning to:*  T1 Communicate effectively in Spanish.  T2 Recognize, compare and contrast different perspectives.  T3 Use technology to learn about other’s perspectives.  T4 Collect and analyze information.  T5 Weigh options to brainstorm conflict resolutions. | |
| *Meaning* | |
| UNDERSTANDINGS  *Students will understand that:*  U1 Fútbol is an international sport that brings people together but can also divide.  U2 Spain is a country made up of autonomous communities, these communities share some aspects of culture but are also very different.  U3 There is a long history of conflict between Spain and Catalonia.  U4 Rivalry in fútbol is a symbol of the political conflict  U5 Political unrest within a country can affect the rest of the world in a number of ways. | ESSENTIAL QUESTIONS:  EQ1 What is soccer?  EQ2 Who are Spain and Catalonia?  EQ3 When did the current conflicts start  and why?  EQ4 Why is el Clásico such a big deal?  EQ5 How does the conflict in Spain  affect life within and outside of the  country?  EQ6 Does this type of conflict exist in  other Spanish-speaking countries? |
| Acquisition | |
| *Students will know:*    K1 How to talk about soccer in the target language  K2 What the health benefits and risks are of playing soccer  K3 How to describe the cultures of Spain and Catalonia in the target language  K4 What el clásico/el clássic is and why it’s important    K5 What the fundamental differences are between the cultural and political views of Spain and Catalonia  K6 The relationship between the soccer and political rivalry  K7 The major points of conflict related to succession, economics, EU relationships  K8 The results/consequences of struggle for the party in power and the party seeking change  K9 Economic effects for Spain and the global economy | *Students will be able to:*    S1 Read authentic resources  S2 Listen to/watch authentic resources  S3 Identify/articulate own perspective  S4 Compare, contrast, and analyze differences and similarities between regions within a country  S5 Identify key points of social/political conflict  S6 Read and analyze tweets about political opinions  S7 Argue an educated point of view  S8 Communicate with native Spanish speakers |
| **Stage 2 - Evidence** | | |
| **Assessment** | **Evaluation Criteria (Learning target or Student Will Be Able To)** | |
| Assessments **FOR** Learning:  Quizlet sets- Soccer Vocab/rules &  SpainVCataluña  Polleverywhere Check for Understanding  Google Classroom T/F Question posts  Hot Seat  White-board races  Interpretive readings  Interpretive listening activities  Information Gap Activity  Venn-diagram  Skype interview  Padlet post | **-Describe fútbol (soccer) in the target language, including rules;equipment;etc**  **-Describe important soccer rivalries after reading a text at their target proficiency**  **-Describe the political conflict between Spain and Catalonia, based on historical fact**  **-Describe similarities and differences between the two regions**  **-Identify opinions on either side of the conflict based on tweets and videos**  **-Read current news articles describing the conflict over the past few months and determine author/point of view**  **-Prepare questions for a guest speaker and participate in the conversation** | |
| Assessments **OF** Learning:  Performance based assessments-  Presentational Writing  Presentational Speaking  Interpersonal Speaking  Soccer game | **-Write a “tweet”, taking a side in the conflict**  **-Write a letter to the Spanish Congress taking a side**  **-Present a report on the effects of declaring independence for all stakeholders**  **-Record a debate with a classmate**  **-Participate in a soccer match, following the rules and only using the target language** | |
| **Stage 3 - Learning Plan** | | |
| Week 1- Building a foundation for understanding soccer   * Youtube videos of world cup commercials, We are fútbol * Student-generated vocab list * Quizlet and bingo practice * Soccer match   Week 2- Soccer rivalries   * videos about Ronaldo and Messi * Bios of Ronaldo and Messi * Read articles about conflict * Continue practicing vocab for mastery   Week 3- Spain and Catalonia   * Virtual tours * Read articles about cultural differences * Create venn-diagrams on findings   Week 4- Putting it all together   * Conflict beyond the soccer pitch- history lesson * Create informed positions on the conflict * Choose a team   Week 5- EU and the effects of independence on a community   * Read articles on current events and conflict in 2017 * Present a report on effects on independence * Write a letter * Independent research project: other communities struggling for independence | | |

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| **TGC FELLOWS UBD Lesson Template** | | |  |
| Lesson Title: Soccer rivalries (Ronaldo V Messi) Subject: Spanish Prepared by: Diana Newell    Materials Needed: Computer, projector, printed bios, interpretive reading questions, akinator    Global Competency:  Investigate the world  Communicate effectively | | |  |
| **W**here is the lesson going?  (Learning Target or SWB AT) | SWBAT read a biography in the target language and respond to comprehension questions.  SWBAT identify two players and their (rival) teams. | |  |
| **H**ook: Youtube videos | | **T**ailored Differentiation: |  |
| **Ronaldo:** [**https://youtu.be/U6r5wKzCw9U**](https://youtu.be/U6r5wKzCw9U)  **Messi:** [**https://youtu.be/SjU4AOMx9J8**](https://youtu.be/SjU4AOMx9J8) | | -Biography articles are printed for two different proficiency levels  -Highlighter activity scaffolds reading  -Group checks for understanding (with strong and struggling students paired)  -Interpretive reading questions scaffold reading comprehension by beginning with individual words and working up to full sentences |  |
| **E**quip: | |  |
| Students will read a, brief, printed biography of both Ronaldo and Messi written in the target language. They will use three highlighter colors to highlight three types of information:  Green- personal facts  Yellow- factual information related to soccer  Pink- possible opinion statements | |  |
| **Rethink and revise:** | |  |
| Students will re-read the articles and complete the interpretive reading questions page including:  Defining Key Terms  Main Idea  Supporting Details (T/F & evidence from text)  Cultural Connection Question  Once complete, students will work in groups to check and discuss their answers. | |  |
| **Evaluate:** | |  |
| As a class (teacher led), students will check their knowledge and understanding of Ronaldo and Messi by playing Akinator in the target language.    [**http://es.akinator.com/**](http://es.akinator.com/)  (This is a website with a “genie” who uses responses to yes or no questions to determine who a mystery person is.) | |  |
| Notes:  Make sure to use the Akinator version with a filter for students or questions could be inappropriate for classroom. | |  |
| **O**rganization: |  |
| Print reading passage and interpretive questions, place highlighters in table bins, prepare projector, and open both YouTube videos and Akinator in web browser. |  |
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