

Grade 12

Distance Learning Module #1: Week of: March 30th - April 3rd

**Content Area:** World Language Spanish 6 Cinema & Conversation [Modified from Unit #4 - Entre la espada y la pared \(Between a rock and a hard place\)](#)

**Targeted Goals from Stage 1: Desired Results**

**Content Knowledge:** Main ideas and themes from the film *Mar adentro*

**Vocabulary:** Related to the film, *Mar adentro (The Sea Inside)*.

**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.

**Expectation:** Students will watch the film *Mar adentro*. Students will consider how to make the most difficult decisions, what the difference is between morality and legality, and how our choices affect others. In a culminating activity, students will formally discuss the intricacies and implications of some of life's most controversial topics, including euthanasia and personal liberty.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: 1. Online research/investigation prior to the movie on the theme of euthenasia.	1. Internet research on the question: - "What is euthenasia? - " What are the laws regarding euthenasia?"	1. Discussion board summary on euthenasia on Google Classroom
Tuesday: 1. Vocab acquisition. Assigning groups sections of vocab and each group is responsible for synonyms/antonyms and definitions. Master list compiled on Friday.	1. <u>Packet</u> 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.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Wednesday: 1. Introduce the movie using a packet guide. Students check Google Classroom for ZOOM link to watch the movie.	1. View 40-45 minutes of the movie on ZOOM. 2. Movie packet. Students may start to work on this packet during viewing.	1. Work on the packet during the movie and write down any questions you may have.
Thursday: 1. Open ended questions about the movie. Ask for a summary. 2. Continue watching the movie.	1. View 40-45 minutes of the movie on ZOOM. 2. Movie packet. Students may start to work on this packet during viewing.	1. Continue working on the packet during the movie and write down any questions you may have.
Friday: 1. Open ended questions about the movie. Ask for a summary. 2. Continue watching the movie.	1. View 40-45 minutes of the movie on ZOOM. 2. Movie packet. Students continue to work on this packet during viewing.	1. Continue working on the packet during the movie and write down any questions you may have.

**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.