

Grade 12

Distance Learning Module #7: Week of: May 18th - May 22nd

Spanish 6 Cinema & Conversation **Modified from** [Unit #6 - "La fuga del fascismo" \(The Escape of Fascism\)](#)

Targeted Goals from Stage 1: Desired Results

Content Knowledge: Main ideas and themes from the film *Volver*.

Vocabulary: Related to the film, *Volver*.

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. Using the specific grammar point in the context of the film *Volver*

Expectation: Students will view *Volver*, directed by Pedro Almodovar, perhaps the most famous hispanic director. Almodovar is known for his unconventional but irresistible style and technique, characterized by complicated plotlines, irreverent humor, and vibrant colors. The film *Volver* exemplifies Almodovar's style while exploring difficult family relationships with the backdrop of la movida madrilena in post-Franco Spain. Students will consider how Almodovar's style and technique contributes to his message, how conflict affects one's decisions and behaviors, and how one perseveres. In the course's culminating experience, students will see how study of a foreign language can help one explore personal interests.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: Volver 1. Students Post Franco Spain video 2. Introduction to Almodovar video	1. YouTube video link posted to Google Classroom 2. Movie Packet	1. Students respond to Discussion questions posted in their Movie packet on Google Classroom
Tuesday: Volver 1. Vocabulary acquisition using movie packet, synonyms antonyms and definitions.	1. Vocabulario list in Movie packet 2. Almodovar Style in Movie Packet	1. Completing vocabulario and Almodovar Style in movie packet on Google Classroom.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>Wednesday: Volver</p> <ol style="list-style-type: none"> 1. Introduce the movie using a packet guide. Students check Google Classroom for the Google Meets link to watch the movie. 	<ol style="list-style-type: none"> 1. View 30 minutes of the movie on Google Meets. 2. Movie packet with daily comprehension questions. 	<ol style="list-style-type: none"> 1. Complete comprehension questions on movie packet documents posted to Google Classroom.
<p>Thursday: Volver</p> <ol style="list-style-type: none"> 1. Continue the movie using a packet guide. Students check Google Classroom for the Google Meets link to watch the movie. 	<ol style="list-style-type: none"> 1. View 30 minutes of the movie on Google Meets. 2. Movie packet with daily comprehension questions. 	<ol style="list-style-type: none"> 3. Complete comprehension questions on movie packet documents posted to Google Classroom.
<p>Friday: Volver</p> <ol style="list-style-type: none"> 1. Continue the movie using a packet guide. Students check Google Classroom for the Google Meets link to watch the movie. 	<ol style="list-style-type: none"> 1. View 30 minutes of the movie on Google Meets. 2. Movie packet with daily comprehension questions. 	<ol style="list-style-type: none"> 3. Complete comprehension questions on movie packet documents posted to 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.