

**World Languages
Spanish V
Unit 1: Argentina**

Essential Understandings	▪ Language enables communication. ▪ Language is inextricably linked to culture. ▪ Western languages have certain structural similarities.
Essential Questions	▪ What is the southern cone and where is it located? ▪ What was the Dirty War? ▪ What impact does the Dirty War have on people today?
Essential Knowledge	▪ The Dirty War in Argentina was precipitated by governmental and economic instability. ▪ Citizen protests were met by a government crack-down and extreme measures to subjugate the citizens. ▪ Government authorities violated human rights by causing the disappearances of citizens. ▪ Today citizens are still trying to make the government answer for human rights violations. ▪ Even today citizens are attempting to find out what happened to their loved ones.
Vocabulary	▪ <u>Terms:</u> ○ political terms, specific vocabulary for unit, multiple verb tenses
Essential Skills	▪ Compare and contrast different forms of government. ▪ Identify historical events that lead to the Dirty War.
Related Maine Learning Results	<u>World Languages</u> A. Communication A1. Interpersonal 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. a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries. b. Provide and exchange detailed information on familiar topics, orally and in writing. c. Describe and explain states of being, orally or in sign language, and in writing. d. Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning.

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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.
- d. Write/sign brief narrative compositions and expository/informational compositions.
- e. Give oral/signed presentations on familiar subjects related to a culture(s) in which the target language is spoken.
- f. Paraphrase and/or summarize texts orally or in within in a presentational format using the target language or English.

A4. Language Comparisons

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

- a. Compare a variety of grammatical structures and syntax between languages.
- b. Identify examples of vocabulary in both languages that do not translate directly form one language to another.
- c. Use idiomatic expressions and/or proverbs in the target language.
- d. Identify examples of how vocabulary (in English and the target language) that convey different meanings in different contexts.

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Related Maine Learning Results	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 - Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken. - Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken. - Identify differences in cultural practices among peoples that speak the same language. 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. - Identify and compare influential figures from the two cultures. - 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. - Use the target language in a manner that would be considered appropriate by native speakers and explains what makes it appropriate communication. C. Connections C2. Distinctive Viewpoints Students located authentic resources and describe ideas about the target language and associated culture(s) that are available only through sources in the target language. - 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). 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 21st century. - Interact with people, either in the community or online, who use the target language in their professions. - Independently access a variety of target language sources for one's own entertainment or enrichment. - Explain how personal, educational, and career opportunities are expanded and enhanced by knowledge of the target language and associated culture(s).
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Sample Lessons And Activities	▪ Discuss what precipitated the Dirty War. ▪ Discuss reaction of the Argentine people. ▪ Discuss current political environment. ▪ Compare and contrast forms of government.
Sample Classroom Assessment Methods	▪ Discussion ▪ Tests and quizzes ▪ Journal writing
Sample Resources	▪ <u>Publications:</u> ○ <u>Argentina</u> – Lisa Valenzuela ○ <u>Los Censores</u> ○ <u>People</u> (1/8/01) ○ <u>The Dirty War</u> ○ “Traumas Over Dirty War Linger” – Associated Press, 1/7/93 ▪ <u>Videos:</u> ○ <u>Imagining Argentina, The Unofficial Story</u> ▪ <u>Other Resources:</u> ○ Country Profile: Argentina – BBC