

**World Languages**  
**Spanish IV Honors**  
**Unit 2: Short Stories 2: One Of These Days**  
**(Gabriel García Márquez)**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>Literature is one of the central manifestations of language; it reveals characteristics and peculiarities of distinct cultures, and exemplifies in pragmatic as well as in majestic ways the intricacies of grammar and syntax coming together to produce language.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What could the social structure of a small South American town be like in the turn of the 20<sup>th</sup> century?</li> <li>What were the roles of power and democracy in a small South American town in the turn of the 20<sup>th</sup> century?</li> <li>What is the role of honesty and hard work in any society?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>The short story “One of These Days” exemplifies the usurpation of power common to South American communities in the turn of the 20<sup>th</sup> century.</li> <li>There are inner rewards of leading a life of honesty and impeccability.</li> <li>It is important to visit and debate the issue of crime and punishment.</li> <li>Gabriel García Márquez is a prominent writer of Hispanic America.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li><u>Terms:</u> <ul style="list-style-type: none"> <li>dentist’s office and tools vocabulary, uncommon adjectives</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>Derive meaning from a written source.</li> <li>Orally re-tell a story.</li> <li>Discuss various aspects of a story.</li> <li>Write about a story.</li> <li>Assimilate and apply new vocabulary to enrich Spanish writing skills.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>World Languages</u></p> <p>A. Communication</p> <p>A1. Interpersonal</p> <p>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.</p> <ol style="list-style-type: none"> <li>Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries.</li> <li>Provide and exchange detailed information on familiar topics, orally and in writing.</li> <li>Describe and explain states of being, orally and in writing.</li> <li>Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning.</li> </ol>

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<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p>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 span.</p> <ul style="list-style-type: none"><li>a. Identify main ideas, topics and specific information in a variety of authentic written materials.</li><li>b. Identify main ideas, topics, and specific information in authentic films.</li><li>c. Identify main ideas, topics, and specific information in authentic oral/signed materials.</li></ul> <p>A3. Presentational Students express their own thoughts to describe and narrate in oral 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.</p> <ul style="list-style-type: none"><li>a. Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation.</li><li>c. Paraphrase and/or summarize texts orally and in writing using a presentational format.</li><li>d. Write brief narrative compositions and expository/informational compositions.</li></ul> <p>A4. Language Comparisons Students use their understanding of the nature of language to enhance their communication in the target language.</p> <ul style="list-style-type: none"><li>a. Compare a variety of grammatical structures and syntax between languages.</li><li>b. Identify examples of vocabulary in both languages that do not translate directly from one language to another.</li><li>c. Use idiomatic expressions and/or proverbs in the target language.</li><li>d. Identify examples of how vocabulary (in English and the target language) that convey different meanings in different contexts.</li></ul>
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<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p>B. Culture</p> <p>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</p> <ul style="list-style-type: none"> <li>b. Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken.</li> <li>c. Identify differences in cultural practices among peoples that speak the same language.</li> </ul> <p>B2. Products and Perspectives  Students explain how political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken.</p> <p>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.</p> <ul style="list-style-type: none"> <li>a. Identify and compare influential figures from the two cultures.</li> <li>b. 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.</li> <li>c. Use the target language in a manner that would be considered appropriate by native speakers and explains what makes it appropriate communication.</li> </ul> <p>C2. Distinctive Viewpoints  Students locate authentic resources and describe ideas about the target language and associated culture(s) that are available only through sources in the target language.</p> <ul style="list-style-type: none"> <li>a. 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).</li> <li>b. Located selected magazines, newspapers, authentic entertainment media an electronic media in the target language and use these media as the basis for describing the viewpoints of the culture associated with the target language(s).</li> <li>c. Locate selected magazines, newspapers, authentic entertainment media and electronic media in the target language and describe viewpoints of a culture in which the target language is spoken.</li> </ul>
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<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"><li>▪ Vocabulary game-drills such as Battleship, Bingo, Around the World, etc.</li><li>▪ Written drills</li><li>▪ Partner improvisatory conversations</li><li>▪ Classroom discussion</li><li>▪ Pre-story improvisation</li><li>▪ Story re-telling</li><li>▪ Skits</li><li>▪ Mock political debates</li></ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Quizzes</li><li>▪ Presentations</li><li>▪ Compositions</li><li>▪ Comprehensive exam</li><li>▪ Skits</li></ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ “Un Día de Estos”, Gabriel García Márquez in <i>Graded Spanish Reader</i>. (Justo Ulloa; Leonor de Ulloa: D.C. Heath and Company)</li></ul></li></ul>