**Spanish Communication 2 Modified**

[Implement start year (2013-2014)]

Jennifer Pirrotta, Nicholas Orphanos, Jim Spicer, Jocelyn Klein

Unit #3 Topic: Bullfighting

## Stage 1 – Desired Results

### Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #

(https://www13.state.nj.us/NJCCCS/)

7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

A. Interpretive Mode  
B. Interpersonal Mode  
C. Presentational Mode

### 21st Century Themes

(www.21stcenturyskills.org)

- X_ Global Awareness  
- ___Financial, Economic, Business and Entrepreneurial Literacy  
- ___Civic Literacy  
- ___Health Literacy  
- ___Environmental Literacy

### 21st Century Skills

**Learning and Innovation Skills:**

- X_ Creativity and Innovation  
- ___Critical Thinking and Problem Solving  
- X_ Communication and Collaboration

**Information, Media and Technology Skills:**

- X_ Information Literacy  
- X_ Media Literacy  
- X_ ICT (Information, Communications and Technology) Literacy

**Life and Career Skills:**

- ___Flexibility and Adaptability  
- ___Initiative and Self-Direction  
- X_ Social and Cross-Cultural Skills  
- ___Productivity and Accountability  
- ___Leadership and Responsibility
### Enduring Understandings:
*Students will understand that . . .*

**EU 1**
Learning about traditions of different cultures, such as bullfighting in the Spanish-speaking world, provides us with a deeper understanding of our global community.

### Essential Questions:

**EU 1**
- How is bullfighting similar to and/or different from traditions in your own culture?
- What are different points of view about the merit of bullfighting?

### Knowledge:
*Students will know . . .*

**EU 1**
- The format and traditional components of a bullfight and their differences and similarities to traditions in the U.S.
- Terms related to a bullfight.
- Various perspectives in regards to the controversial nature of the tradition.

### Skills:
*Students will be able to . . .*

**EU 1**
- Analyze the format and traditional components of a bullfight as well as compare and contrast them with traditions in the U.S.
- Define terms related to a bullfight.
- Support opposing points of view in regards to the controversial nature of the tradition.
### Stage 2 – Assessment Evidence

#### Recommended Performance Tasks: Each unit must have at least 1 Performance Task. Consider the GRASPS form.

Students will independently be able to defend their point of view on bullfighting. The Spanish government is holding a Supreme Court trial to decide the fate of bullfighting. Students will be assigned to one of three groups: Group 1: The Pro bullfighting group (advocates no change at all), Group 2: The Anti bullfighting group (advocates for the elimination of the killing of the bulls or a complete ban of the sport), Group 3: The Law Clerks (synthesize the evidence of groups 1 & 2 creating a memorandum for the judges in which they advise the judges of their opinion). Students will conduct research to formulate an argument to support their opinion. Students will present their information in a trial setting using any credible resource, media resource, etc. to support their argument. The Law Clerks should present their findings in a written format to the judges before the trial starts. The judges will be adult volunteers that the teacher selects. At the end of the trial the judges will decide the fate of bullfighting in Spain. Students will be evaluated on their argument and the support of their argument.

#### Other Recommended Evidence: Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.

- Take a comprehensive Test on the format and terms related to bullfighting.
- Use picture prompts to identify the different stages and roles of a bullfight.
- Discuss with a partner the various points of view about bullfighting.
- Discuss how one’s views about bullfighting are shaped by one’s experiences.
## Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:**

- Use a teacher created PowerPoint to teach about the stages and terms related to a bullfight. (A)
- Show the movie “The Matador.” Before the movie, have students brainstorm what it would be like to be a matador. After the movie, have students revisit their list and discuss how their list is similar to and/or different from what they saw in the movie. (A, M)
- Students will research the emergence of women as bullfighters. They will come up with a list of female bullfighters and their accomplishments. (A)
- Students will find a current article either for or against bullfighting. They should summarize the article in their own words and share it with the class. (M)
- After viewing and reading multiple sources, write an opinion essay about your feelings on bullfighting. (M)
- Compare and contrast bullfighting with other animal related sports in America both legal and illegal. (M)
- Have students reenact a traditional bullfight in the classroom with a narrator. (M, T)