

Understanding the Needs of SDG 4 in Latin America

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Title: Understanding the Needs of SDG 4 in Latin America

Theme/Topic:

- AP Spanish Language and Culture
 - Global Challenges
 - Contemporary Life
- SDG 4 - Quality Education

Introduction: Students will watch the documentary *El Aula Vacía* which introduces the educational crisis in Latin America. As a class students will identify the goals of SDG 4 and look at the statistics on Education across the Latin American countries. The students will research how the different Latin American countries are trying to meet the educational challenges.

Subject(s)/Grade level(s): AP Spanish Language and Culture / 11th and 12 th graders

Suggested Duration of Lesson: 6 class periods (50 minutes)

Connection to Standards/Common Core (1-2 standards per lesson):

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to **global issues** including **climate change**
- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6: Compare and contrast **global issues** in a group discussion, with emphasis on **climate change and its impact on the target language regions of the world and the people who live in those areas.**
- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered

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from culturally authentic resources, using short paragraphs and often using major time frames.

- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

Essential Questions:

1. What are the education challenges facing the countries of Latin America?
2. What are the local, national, and international implications of these challenges?
3. How are different Latin American meeting the challenges of SDG 5 Quality Education?

Learning Objectives (2-3 objectives):

1. SWBAT identify the educational challenges in Latin America.
2. SWBAT understand the goals of SDG 4 and what different Latin American countries are doing to implement the indicators of SDG 4.

Materials Needed: Documentary El Aula Vacía and digital handout

Day 1

Pre-Assessment of Prior Knowledge: Students will have a class discussion about what they think are educational challenges using their educational experience as reference.

Teacher-Student Interaction:

- Introduction of SDG Goal 4 Quality Education and the target indicators of the goal.
- Class will discuss how the AP Spanish Language and Culture Themes and the targets of SDG Goal 5 overlap.
- Students will venture to Twitter to visit the UN page, The Sustainable Development Goals page, UNESCO page, SDGs page, World Economic forum page, etc.

Closing Activity: Review with students the resources they are to watch and read for homework.

Post-Assessment: Exit ticket, Google Form, The students will read a Tweet that relates to SDG 4 and the students will craft a response to the Tweet.

Day 2-4

Pre-Assessment of Prior Knowledge: Students will share what they found interesting from the homework.

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Teacher-Student Interaction:

- Using Movie Talk and/or class discussion watch the documentary El Aula Vacía. (countries highlighted Argentina, Perú, Brasil, México, Uruguay, Colombia, El Salvador)
 - [How to Movie Talk in Spanish Class](#)
- Students will reflect on how each movie segment made them feel and note if they can identify a similar situation in their own educational experience.

Closing Activity: Students will complete their reflections

Post-Assessment: Students will research and identify programs or educational trends in the Latin American countries that are responding to the educational challenges.

Day 5-6

Pre-Assessment of Prior Knowledge: Students will share what they found interesting from the homework.

Teacher-Student Interaction:

- Students will summarize their researched educational program highlighting how the program addresses SDG4 indicators.
- Students will share their findings.

Closing Activity: Students will present their findings.

Post-Assessment: Presentations of educational plans.

Reflection: Students are looking at education across the Spanish-speaking world. Students are comparing the educational system in other countries to their own educational system.

Resources:

Handout

[El Aula Vacía \(The Empty Classroom\)](#)

Informational

[UN Sustainable Development Goal 4 - Quality Education](#)

[UN Statistics 2021 SDG 4](#)

[2030 Agenda in Latin America and the Caribbean](#)

[El Banco Mundial y la Educación](#)

[Estadísticas regionales claves sobre el ODS 4](#) - CEPAL

[El derecho de la educación en América Latina y el Caribe](#) - Campaña Latinoamericana por el Derecho a la Educación

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Videos good for EdPuzzle

[ODS 4 - Educación de calidad](#) - Comisión Económico para América Latina y el Caribe
[¿De qué se trata el Objetivo 4 - Educación de calidad? - Objetivos Desarrollo Sostenible](#)
[Descubre las diez metas del Objetivo de Desarrollo Sostenible 4... ¡con Elyx!](#) - UNESCO

Videos

[2030-SDG4-Quality Education-Ted Talks](#) [A selection of Ted talks to understand global education and what can be done.]

[La implementación de la ODS4 en América Latina y el Caribe](#) - Comisión Económica para América Latina y el Caribe

Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas):

Students can look at other SDGs through the lens of gender equity, for example education, healthcare, and decent work and economic growth.

Students can research the work in neighboring countries, like Mexico, El Salvador, and Honduras, in relation to SDG 5 to find new projects that may be beneficial to the people of Guatemala.
