

# Spanish III Honors Curriculum



## Grade 9-12

### Unit 6: Artes: el cine, el teatro y la televisión

# *Course Description*

## Philosophy

Paterson Public Schools is committed to seeing that all students progress and develop the required skills to support second language acquisition. At the completion of a strong series of course studies, students will be able to:

- Possess knowledge of adequate vocabulary structured in contextual thematic units
- Express thoughts and ideas on a variety of topics
- Move progressively from simple sentence structures to a more complex use of verbs, adjectives, adverbs, richer expressions, etc...
- Rely on background knowledge to develop fluency in the second language acquisition related to their daily lives, families, and communities
- Compose short dialogues, stories, narratives, and essays on a variety of topics
- Learn and embrace the culture and traditions of the native speakers' countries while learning the language and cultural expressions
- Read, listen, and understand age-appropriate authentic materials presented by natives for natives, as well as familiar materials translated from English into the target language
- Become valuable citizens globally, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures

## Overview

The Spanish Program at Paterson Public Schools will focus on acquiring communication skills and cultural exposure. It is guided by the NJ DOE Model Curriculum for World Languages and encompasses the N.J.C.C.C. Standards for World Languages which address the need to prepare all students for an interdependent world.

The World Languages units for grades 9-12 consist of the following seven thematic units of study:

1. Unit 1: La salud, el aseo y rutinas diarias
2. Unit 2: Comida y nutrición
3. Unit 3: La familia
4. Unit 4: El futuro
5. Unit 5: España y sus regiones
6. Unit 6: Artes: el cine, el teatro y la televisión
7. Unit 7: El sistema político de España

# Educational Technology Standards

8.1.12.A.1, 8.1.12.A.2, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.3, 8.1.12.E.1, 8.1.12.F.1

## ➤ **Technology Operations and Concepts**

- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources
- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

## ➤ **Creativity and Innovation**

- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

## ➤ **Communication and Collaboration**

- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

## ➤ **Digital Citizenship**

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
- Compare and contrast policies on filtering and censorship both locally and globally.

## ➤ **Research and Information Literacy**

- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

## ➤ **Critical Thinking, Problem Solving, Decision Making**

- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

## Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

### **CRP1. Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

### **CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

### **CRP3. Attend to personal health and financial well-being.**

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

## Career Ready Practices

### **CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

### **CRP5. Consider the environmental, social and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

### **CRP6. Demonstrate creativity and innovation.**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

### **CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

## Career Ready Practices

### **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

### **CRP9. Model integrity, ethical leadership and effective management.**

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

### **CRP10. Plan education and career paths aligned to personal goals.**

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

### **CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

## Career Ready Practices

**CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## Pacing Chart – Unit 6

Pacing Chart – Unit 6			
#	Student Learning Objective	CCSS	5 weeks
1	Identify Spanish leading actors and demonstrate knowledge of the Spanish movie industry and its impact on Hollywood.	<b>7.1.NH.A.3</b> <b>7.1.IH.A.5</b> <b>7.1.IH.A.6</b> <b>7.1.NH.C.2</b> <b>7.1.IH.C.3</b>	
2	Identify classic playwrights, demonstrate knowledge of Spanish language theatre and analyze theatrical scenes.	<b>7.1.NH.A.4</b> <b>7.1.IH.B.5</b> <b>7.1.NH.C.3</b> <b>7.1.NH.C.4</b> <b>7.1.IL.A.7</b> <b>7.1.II.C.2</b>	
3	Demonstrate comprehension of the impact of TV on the Spanish language and American cultures.	<b>7.1.IH.A.5</b> <b>7.1.IH.C.3</b>	
4	Identify and discuss the influence of reality TV shows on teen culture.	<b>7.1.IH.A.5</b> <b>7.1.II.C.2</b>	

selection.

## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<p style="text-align: center;"><b><u>Time/General</u></b></p> <ul style="list-style-type: none"> <li>● Extra time for assigned tasks</li> <li>● Adjust length of assignment</li> <li>● Timeline with due dates for reports and projects</li> <li>● Communication system between home and school</li> <li>● Provide lecture notes/outline</li> </ul>	<p style="text-align: center;"><b><u>Processing</u></b></p> <ul style="list-style-type: none"> <li>● Extra Response time</li> <li>● Have students verbalize steps</li> <li>● Repeat, clarify or reword directions</li> <li>● Mini-breaks between tasks</li> <li>● Provide a warning for transitions</li> <li>● Reading partners</li> </ul>	<p style="text-align: center;"><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>● Precise step-by-step directions</li> <li>● Short manageable tasks</li> <li>● Brief and concrete directions</li> <li>● Provide immediate feedback</li> <li>● Small group instruction</li> <li>● Emphasize multi-sensory learning</li> </ul>	<p style="text-align: center;"><b><u>Recall</u></b></p> <ul style="list-style-type: none"> <li>● Teacher-made checklist</li> <li>● Use visual graphic organizers</li> <li>● Reference resources to promote independence</li> <li>● Visual and verbal reminders</li> <li>● Graphic organizers</li> </ul>
<p style="text-align: center;"><b><u>Assistive Technology</u></b></p> <ul style="list-style-type: none"> <li>● Computer/whiteboard</li> <li>● Tape recorder</li> <li>● Spell-checker</li> <li>● Audio-taped books</li> </ul>	<p style="text-align: center;"><b><u>Tests/Quizzes/Grading</u></b></p> <ul style="list-style-type: none"> <li>● Extended time</li> <li>● Study guides</li> <li>● Shortened tests</li> <li>● Read directions aloud</li> </ul>	<p style="text-align: center;"><b><u>Behavior/Attention</u></b></p> <ul style="list-style-type: none"> <li>● Consistent daily structured routine</li> <li>● Simple and clear classroom rules</li> <li>● Frequent feedback</li> </ul>	<p style="text-align: center;"><b><u>Organization</u></b></p> <ul style="list-style-type: none"> <li>● Individual daily planner</li> <li>● Display a written agenda</li> <li>● Note-taking assistance</li> <li>● Color code materials</li> </ul>

## Enrichment

### Accommodate Based on Students Individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multi Level Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

## Assessments

### *Suggested Formative/Summative Classroom Assessments*

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Roleplaying, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

**Enduring Understanding**

- The impact of movies and big screen actors on the society
- The importance of the classics and role of playwrights in shaping the society
- The shift of television and the impact on teenagers

<b>Grade: 9-12</b>	<b>Unit: Six</b>	<b>Topic: Artes: el cine, el teatro y la televisión</b>
<b>NJCCCS: 7.1.NH.A.3, 7.1.NH.A.4, 7.1.IH.A.5, 7.1.IH.A.6, 7.1.IH.B.5, 7.1.IL.C.2, 7.1.IH.C.3, 7.1.NH.C.4, 7.1.IL.A.7</b>		
<b>ACTFL Standards:</b>		
<ul style="list-style-type: none"> <li>➤ Interpersonal</li> <li>➤ Interpretive</li> <li>➤ Presentational</li> </ul>		

<b>NJDOE Student Learning Objectives</b>	<b>Essential Question</b>	<b>Sample Activities</b>	<b>Resources</b>	<b>Interdisciplinary Connections</b>
<b>SLO # 1</b>  Identify Spanish leading actors and demonstrate knowledge of the Spanish movie industry and its impact on Hollywood.	<ul style="list-style-type: none"> <li>• Who are leading Hollywood actors of our times?</li> <li>• What does a hero or a heroine represent to you?</li> </ul>	<u><b>Biography</b></u>  Teacher assigns students a Spanish actor/actress. Students will write a biography including their work, and present it to the group as their own	<b>Avancemos 3</b> Comparación Cultural La literatura y el cine Textbook: p. 456  <b>Avancemos 2</b>	During the early days of the Academy Awards, child award winners received miniature-sized Oscars.  The <i>Ariel</i> statue is based on an original sculpture by

<p><b>7.1.NH.A.3</b> Recognize some common gestures and cultural practices associated with target culture(s).</p> <p><b>7.1.IH.A.5</b> Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p><b>7.1.IH.A.6</b> Analyze and critique readings from culturally authentic materials.</p> <p><b>7.1.NH.C.2</b> Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p><b>7.1.IH.C.3</b> Use language creatively in</p>	<ul style="list-style-type: none"> <li>• What is the impact of movies on the culture? and globally?</li> <li>• Who are the leading directors in the Spanish language film industry?</li> <li>• How do we obtain news about the actors/actresses?</li> <li>• Who are the Spanish actors who had leading roles in American movies?</li> </ul>	<p>biography. Include pictures, movie ads, etc...</p> <p><b><u>Journal Entry</u></b> Write a page long detailed description of your favorite movie and explain the impact it had on you and why. Share it with a partner. Teacher selects few random entries to be shared with the whole group.</p> <p><b><u>Reading Comprehension</u></b> In pairs, have students read <i>El Óscar y el Ariel</i>, discuss the contents and answer the questions. Pairs report back to the whole group. Optional- Play the audio CD and then have students work in pairs.</p> <p><b><u>Compare and Contrast</u></b> Watch a movie trailer</p>	<p>Unidad 6 - Lección 2 ¡Somos estrellas! Textbook: pp 332-39 DVD 2 CD 7: Tracks 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21 Cuaderno: pp 269-279</p> <p><b>Avancemos 2</b> Comparación Cultural Los actores hispanos en Hollywood Textbook: p. 346</p> <p><b>Avancemos 2</b> El Óscar y el Ariel: dos premios prestigiosos Textbook: pp 350-351 CD 7: Track 21</p> <p><b>Actors</b></p>	<p>Mexican artist Ignacio Asúnolo.</p> <p>The original name of the city of Los Ángeles was <i>El Pueblo de Nuestra Señora la Reina de los Ángeles del Río Porciúncula</i>. Hollywood, capital of the movie industry is in Los Angeles.</p>
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<p>writing for a variety of purposes.</p>		<p>starring a Spanish actor who also acts in Hollywood. Compare and contrast cinematography, their performance, and state your preference of their work (English or Spanish) then explain the reasons.</p> <p><b><u>Linguistic Challenges</u></b>          Watch the trailer or a segment of the movie “Spanglish” and then watch an interview with Antonio Banderas and how he learned English. Write a one page essay about the challenges of not speaking the same language. You may use personal experiences of you, a family member, or someone you know and describe the challenges in learning English.</p>	<p>Javier Bardem          Antonio Banderas          Penelope Cruz          Salma Hayek          Paz Vega          Etc.</p> <p><b>Volver - Movie Trailer</b>  <a href="https://www.youtube.com/watch?v=ABSvppyQGdE">https://www.youtube.com/watch?v=ABSvppyQGdE</a></p> <p><b>Spanglish – Movie Trailer</b>  <a href="https://www.youtube.com/watch?v=HXkSBXrdDxs">https://www.youtube.com/watch?v=HXkSBXrdDxs</a></p> <p><b>Antonio Banderas: cómo aprendió inglés</b>  <a href="https://www.youtube.com/watch?v=UEijd8H8wVk&amp;nohtml5=False">https://www.youtube.com/watch?v=UEijd8H8wVk&amp;nohtml5=False</a></p>	
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<p><b>SLO # 2</b></p> <p>Identify classic playwrights, demonstrate knowledge of Spanish language theatre and analyze theatrical scenes.</p> <p><b>7.1.NH.A.4</b> Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p><b>7.1.IH.B.5</b> Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p><b>7.1.NH.C.3</b> Describe in writing people and things from the home and school environment.</p> <p><b>7.1.NH.C.4</b></p>	<ul style="list-style-type: none"> <li>• What is theatre?</li> <li>• How do the roles of actors in a theatrical setting differ from that of the ones in movies?</li> <li>• Is there a narrator in a theatrical piece? How is it developed?</li> </ul>	<p><b><u>Colón agarra viaje a toda costa (parte 4)</u></b></p> <p>Play the audio to students. In groups of three or four, students read the dialogue, answer questions and report back to the whole group.</p> <p><b><u>Dialogue Creation</u></b></p> <p>In groups of three, students are to write a dialogue between Columbus and the King and Queen of Spain. The dialogue should involve Columbus pleading his case for money to make his trip. The King and Queen should ask Columbus questions and express their reservations. Groups read their dialogues to the whole class.</p> <p><b><u>Essay</u></b></p> <p>Write a one page Essay on platonic love. Do you</p>	<p><b>Avancemos 3</b> Unidad 8 - Lección 2 Tema: El drama Textbook: pp 476-499 CD 16: Tracks 1,2, 3, 4, 5, 6, 7, 8, 9, 10 Cuaderno: pp 367-377</p> <p><b>Avancemos 3</b> <b>Colón agarra viaje a toda costa (parte 4)</b> Textbook: pp 495-497 CD 16: Track 10</p> <p><b>Contemporary Spanish Theatre</b> <a href="http://www.classicspanishbooks.com/contemporary-spanish-theatre.html">http://www.classicspanishbooks.com/contemporary-spanish-theatre.html</a></p> <p><b>Biblioteca Virtual:</b></p>	<p><i>Murgas</i> During the 40 days of Carnival in Uruguay, murga, groups of 18 to 20 men perform in open air stages all over the city. Their shows combine song, drama, and comedy. The celebration is a reflection of the country because the shows satirize the main events of the year and are critiques of Uruguayan politics and culture.</p> <p><i>Teatro Colón</i> in Buenos Aires, Argentina is the second largest performing arts theater in the southern hemisphere, second only to the Sydney Opera House in Australia. In addition to its exquisite architecture, it is lavishly decorated in gold and plush velvet. The theater also has a gigantic crystal chandelier with more than</p>
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<p>Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>7.1.II.A.7</b> Infer the meaning of a few unfamiliar words in some new contexts.</p> <p><b>7.1.II.C.2</b> Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>		<p>believe such love exists today and is it real? Support your statements by providing examples.</p> <p><b><u>Journal Entry/Opinion</u></b></p> <p>What is the role of the actor in a theatrical piece? Write a one page journal entry and answer the question based on your opinion. Share your opinion with a partner.</p> <p><b><u>Compare and Contrast</u></b></p> <p>Compare and contrast one Spanish playwright to an American/British playwright using a Venn Diagram.</p> <p><b><u>Acting</u></b></p> <p>Act out a scene from a theatrical piece of your choice in Spanish.</p>	<p><b>Miguel de Cervantes</b> <a href="http://www.cervantesvirtual.com/portales/cantar_de_mio_cid/">http://www.cervantesvirtual.com/portales/cantar_de_mio_cid/</a></p> <p><b>Avancemos 3</b> Comparación Cultural Los teatros: monumentales obras de arte Textbook: p. 490</p>	<p>700 lights.</p> <p>Lope de Vega Miguel de Cervantes Federico García Lorca</p>
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<p><b>SLO # 3</b></p> <p>Demonstrate comprehension of the impact of TV on the Spanish language and American cultures.</p> <p><b>7.1.IH.A.5</b> Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p><b>7.1.IH.C.3</b> Use language creatively in writing for a variety of purposes.</p>	<ul style="list-style-type: none"> <li>• How many hours of TV do you watch per day?</li> <li>• What is the impact of television on teenagers?</li> <li>• Should prime-time television be censored?</li> <li>• What are the differences between Spanish language and American prime-time shows?</li> </ul>	<p><b><u>Listings discussion</u></b></p> <p>Visit both Spanish and American TV guide listings, compare and contrast similarities and differences, and then discuss with a partner your observations. You may include time, descriptions, types of channels, etc....</p> <p><b><u>Journal Entry</u></b></p> <p>Write a one page journal entry describing your favorite TV show. Include time, channel, day, and the reason(s) you enjoy it so much.</p> <p><b><u>Graph/Chart</u></b></p> <p>Select a TV personality and create a timeline of his/her career, including titles and year. Present your TV personality to the</p>	<p><b>TV en Directo Gratis</b> <a href="http://www.teledirecto.es/">http://www.teledirecto.es/</a></p> <p><b>Canales de televisiones de España</b> <a href="http://www.tvgratis.tv/ver-television-gratis-en-directo-por-internet/canales-de-tv-de-espana.html">http://www.tvgratis.tv/ver-television-gratis-en-directo-por-internet/canales-de-tv-de-espana.html</a></p> <p><b>TV Guide in Spanish</b> <a href="http://www.tvguia.es/">http://www.tvguia.es/</a></p> <p><b>Las mejores telenovelas Mexicanas</b> <a href="https://www.youtube.com/watch?v=CFR-7y7kAs8">https://www.youtube.com/watch?v=CFR-7y7kAs8</a></p> <p><b>Avancemos 4</b> Comparación Cultural La televisión de tres naciones hispanohablantes Textbook: pp 414-417</p>	<ul style="list-style-type: none"> <li>- Game shows</li> <li>- Soap operas</li> <li>- Mini-series</li> <li>- Reality Shows</li> <li>- TV movies</li> <li>- Sports</li> <li>- Arts</li> <li>- Music</li> <li>- Telenovelas</li> </ul> <p>TV Guide listings are in military time.</p>
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		<p>whole group.</p> <p><b><u>Synopsis for TV</u></b>          Select a movie or a TV show (one episode) and write a synopsis in Spanish. Read aloud your synopsis and have the class guess the title of the movie or show.</p>		
<p><b>SLO # 4</b></p> <p>Identify and discuss the influence of reality TV shows on teen culture.</p> <p><b>7.1.IH.A.5</b>          Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p><b>7.1.II.C.2</b>          Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	<ul style="list-style-type: none"> <li>• Are Reality Shows real?</li> <li>• What is the impact of Reality TV on our culture?</li> <li>• Do you think the language used on reality shows is appropriate for TV viewers?</li> <li>• Why is our culture fixated with Reality</li> </ul>	<p><b><u>Discussion</u></b></p> <p>In groups of four students, discuss the influence of reality TV on teenagers. Report back to the whole group and provide your point of view.</p> <p><b><u>Mini-Scene</u></b></p> <p>In groups of four students, create a reality show scene in Spanish that addresses a real life scenario. Present and perform your scene to the whole group.</p> <p><b><u>Critic</u></b></p> <p>Select a reality show that</p>	<p><b>La historia del reality show- article</b>  <a href="http://columnazero.com/te/lerrealidad-la-historia-del-reality-show/">http://columnazero.com/te/lerrealidad-la-historia-del-reality-show/</a></p> <p><b>Ejemplo de telerrealidad- video</b>  <a href="https://www.youtube.com/watch?v=uCmyEvG4_TM">https://www.youtube.com/watch?v=uCmyEvG4_TM</a></p> <p><b>Definición de telerrealidad</b>  <a href="https://www.youtube.com/watch?v=ABHabULLZLc">https://www.youtube.com/watch?v=ABHabULLZLc</a></p>	<ul style="list-style-type: none"> <li>- Birth of Reality Shows in 1992 with MTV- The Real World New York</li> <li>- American Idol</li> <li>- The Amazing Race</li> <li>- Hell’s Kitchen</li> <li>- The Real World</li> <li>- Top Model</li> <li>- The Bachelor</li> <li>- Survivor</li> <li>- Keeping up with the Kardashians</li> <li>- Bullying</li> <li>- Low self-esteem</li> <li>- Competition</li> <li>- Lies</li> </ul>

	Shows?	<p>you watch and/or appears interesting to you. Write a one page critic in your journal and identify aspects that are acceptable and aspects that are unacceptable in our society and/or culture.</p> <p>Take turns to read aloud to a partner and discuss.</p> <p><b><u>Graph/Chart</u></b></p> <p>Research and create a graph/chart on average cost of a reality TV show vs. the average cost of a TV show.</p> <p><b><u>Comic</u></b></p> <p>Using makebeliefscomix.com, create a comic illustrating the aggressiveness of Reality TV.</p> <p><b><u>Mi autobiografia</u></b></p> <p>Give students thirty</p>	<p><b>Un anuncio - video</b></p> <p><a href="https://www.youtube.com/watch?v=IdQqQZuKS3s">https://www.youtube.com/watch?v=IdQqQZuKS3s</a></p> <p><b>Makebeliefscomix.com</b></p> <p><a href="http://www.makebeliefscmix.com/">http://www.makebeliefscmix.com/</a></p> <p><b>Avancemos 3</b></p> <p>Escritura</p>	
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		<p>minutes to write Mi autobiografía. They should use five minutes to organize their ideas, twenty minutes to write the essay, and five minutes to revise the essay. As students work on the assignment, keep them aware of the time left by writing it on the board every five minutes. Students use Avancemos textbook to follow strategies.</p>	<p>Mi autobiografía Textbook: p 498</p>	
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## Unit 6 Vocabulary

### Unidad 6: Vocabulario: Artes: el cine, el teatro y la televisión

<b><u>Vocabulario: el cine</u></b>	<b><u>Vocabulario : el teatro</u></b>	<b><u>Vocabulario: la televisión</u></b>	<b><u>Los verbos</u></b>
Una película	La escena	El servicio de cable	Contar
Una escena	La decoración	La televisión terrestre	Tratar
El inicio	Los bastidores	Un canal de televisión privado	Hacer llorar
El fin	La cortina	Un canal de televisión publico	Hacer reír
El tema	El foso de la orquesta	Un canal de televisión de cable	Asustar
El tipo	La iluminación	Las noticias	Filmar
La pantalla	El proyector	El diario televisado	Registrar
La historia	El director	Un programa	Girar
La relación	La producción	Un reportaje	Iluminar
La muchedumbre	Una estrella	La programación	Maquillar
El cineasta	Un escritor	El presentador	Vestir
El director/ la directora	Un acto	La tele	Doblar
El espectador/ la espectadora	Un diálogo	Un programa cultural	Subtitular
La camera	Un monólogo	Un programa político	Montar
El escenario	Una farsa	Un debate	Dar
El efecto	Un mimo	Un programa de variedades	Mirar
Un cortometraje	Un ópera	Un partido (de fútbol, de tenis...)	Escuchar
El personaje/ el personaje principal	Una opereta	La película de la semana	Realizar
Un actor/una actriz	Una pantomima	Un largometraje	Registrar
Un critique/une critique	Una máscara	Una telenovela	Silbar
La comedia	Una sátira	Una serie de televisión	Desafiar
El tráiler	Una obra de teatro	Un programa telerrealidad	Cortejar
La taquilla	La repetición	Un programa en vivo ( <i>live</i> )	Dejar
	La representación		Abandonar

<p>Una comedia musical  Una caricatura  Una película de amor  Una película de aventura  Una película de terror  Una película de acción  Una película de ciencia ficción  Una película en blanco y negro  Una película policiaca  Genero burlesco  Es una película dirigida por...  Mi personaje favorito es...  He ha gustado mucho porque...</p>	<p>Las adaptaciones literarios  El quid pro quo</p>	<p>Un emisión en diferido  <i>(recorded)</i>  Un film  Un documental  Una repetición de programa (re-run)</p> <p><b><u>Los adjetivos</u></b>  Cinematográfico/(a)  Estético  Creativo (a)  Cronológico (a)  Dramático (a)  Ficticio (a)  Narrativo (a)  Óptico (a)  Panorámico (a)  Poderoso (a)  Vivido (a)  Distinguido (a)  Independiente  Subtitulo  En versión español doblada  En versión original</p>	<p>Hacer una obra  Dar una obra de teatro  Entrar en escena  Estar nervioso (a)  Ser  Estar  Ir al cine  A ver una película  Disfrazar  Declamar</p>
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Choose 1

Unit Project (Suggested)	Unit Project (Suggested)
<p>1. Create an eight to ten minute iMovie reporting school news, a show segment, a reality show or anything in the TV industry that interests you.            Students reporting school news can complete it by themselves or with a colleague.            Students creating a show can have three to four people in the scene.            All movies should be played and critiqued by the whole group.</p> <p><b>RUBRIC REQUIRED</b></p>	<p>2. Create a PPT biography on your favorite movie or TV actor/actress. Include birth place and date, pictures, accomplishments, spouse(s)/partner(s), death place, date and reason (if applicable), and anything else that is relevant to that person. Present your PPT Biography in Spanish to the whole group.</p> <p><b>RUBRIC REQUIRED</b></p>