

# World Languages Curriculum

## Spanish II Curriculum



**Grades 9-12**

**Unit 6: La cultura pop**

## *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:

- Demonstrate knowledge of vocabulary pertaining to thematic unit contexts
- 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 related to their daily lives, families, and communities
- Compose short dialogues, stories and narratives, on a variety of topics
- Describe the products, practices and perspectives of the target culture
- 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 global citizens, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures

## **Overview**

The Spanish program in Paterson Public Schools is guided by the NJ DOE Model Curriculum for World Languages. Students will focus on acquiring communication skills and cultural exposure through 7 units of study. This course 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 Language units of study for Spanish II are as follows:

Unit 1: ¡Hola Madrid!

Unit 2: El Mundo Hispano

Unit 3: Ir de compras

Unit 4: ¡Viva el fin de semana!

Unit 5: El mundo del trabajo

Unit 6: La cultura pop

Unit 7: Las vacaciones

## 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.

# 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.



## Pacing Chart – Unit 6

Pacing Chart – Unit 6			
#	Student Learning Objective	CCSS	5 weeks
1	Identify and describe culturally authentic characters that influence Spanish teen culture.	<b>7.1.NH.A.1</b> <b>7.1.NM.C.5</b> <b>7.1.NM.C.4</b>	
2	Identify aspects of pop culture in Spain and Spanish-speaking countries regarding the music industry.	<b>7.1.NH.A.4</b> <b>7.1.NH.C.2</b> <b>7.1.NM.C.5</b>	
3	Identify aspects of the Spanish TV and movie industry and its reigning stars.	<b>7.1.NM.C.4</b> <b>7.1.NH.A.5</b> <b>7.1.NH.A.6</b>	
4	Identify aspects of Rap and Latin Hip-Hop music and its influence on the Spanish teen culture.	<b>7.1.NM.A.5</b> <b>7.1.NH.B.4</b> <b>7.1.NH.C.2</b>	

## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<u><b>Time/General</b></u>	<u><b>Processing</b></u>	<u><b>Comprehension</b></u>	<u><b>Recall</b></u>
<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>	<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>	<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>	<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>
<u><b>Assistive Technology</b></u>	<u><b>Tests/Quizzes/Grading</b></u>	<u><b>Behavior/Attention</b></u>	<u><b>Organization</b></u>
<ul style="list-style-type: none"> <li>Computer/whiteboard</li> <li>Tape recorder</li> <li>Spell-checker</li> <li>Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Study guides</li> <li>Shortened tests</li> <li>Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>Consistent daily structured routine</li> <li>Simple and clear classroom rules</li> <li>Frequent feedback</li> </ul>	<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
- Open-ended Activities
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed Individually or with Partners
- Individual Response Boards
- Tiered/Multilevel Activities
- Learning Centers
- Circumlocution Strategies
- Picture Similarity Description
- R.A.F.T.
- Opportunities to Sustain Discourse

## Assessments

### **Suggested Formative/Summative Classroom Assessments**

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- **Integrated Performance Assessments**
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog; Makebeliefscomix to Create a Comic Strip

**Enduring Understandings:**

- Pop artists are idolized by teenagers in most cultures.
- Pop culture has become more homogenous internationally due to the Internet.
- There are multiple forms of art that are expressed in each culture
- The influence of pop music, Rap and reality TV on teenagers is profound.

<b>Grade: 9-12</b>	<b>Unit: Six</b>	<b>Topic: La cultura pop</b>
<b>NJCCCS : 7.1.NM.A.5, 7.1.NM.C.1, 7.1.NM.C.4, 7.1.NM.C.5, 7.1.NH.A.1, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.6, 7.1.NH.B.4, 7.1.NH.C.2, 7.1.NH.C.4</b>		
<b>ACTFL Modes of Communication:</b> <ul style="list-style-type: none"> <li>➤ <b>Interpersonal</b></li> <li>➤ <b>Interpretive</b></li> <li>➤ <b>Presentational</b></li> </ul>		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<b>SLO # 1</b> Identify and describe culturally authentic characters that influence Spanish teen	<ul style="list-style-type: none"> <li>• Who is Topo Gigio and what is the impact on the Spanish culture?</li> </ul>	<b><u>Identification</u></b> Watch the video of <i>Topo Gigio</i> . Identify the character traits of this beloved Spanish icon. Work with a partner to identify another	<b>Topo Gigio</b> <b>Quiero ser como mi papá</b> <a href="https://www.youtube.com/watch?v=VGdhKvif7iY">https://www.youtube.com/watch?v=VGdhKvif7iY</a>	<i>Topo Gigio</i> was the lead character of a children's puppet shown on Italian and Spanish television in the early 1960s.

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>culture.</p> <p><b>7.1.NH.A.1</b> Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p><b>7.1.NM.C.5</b> Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p> <p><b>7.1.NH.C.4</b> Tell or retell stories from age- and level-appropriate, culturally</p>	<ul style="list-style-type: none"> <li>How do pop culture icons in Spanish and Spanish-speaking countries reflect culture?</li> <li>Who are the pop stars in contemporary Spanish culture?</li> </ul>	<p>character from American culture that it resembles.</p> <p><b><u>Summarize</u></b> Watch the video episode of “<i>El Chapulín Colorado: El Bueno, El Malo y El Chapulín.</i>” Write a summary of the episode. Share your summary with a partner.</p> <p><b><u>Cultural products</u></b> Name and label various cultural pop icons and products i.e. images, names of shows, dances, song genres, etc.</p> <p><b><u>Journal Entry</u></b> Write a journal entry about your favorite childhood show or book. Explain why you liked it and how you exhibited your attachment to it: i.e. carried it around, wore a t-shirt, stuffed animal, etc.</p> <p><b><u>Differentiation: Guided Notes:</u></b> Teacher supplies students with notes for a lesson on Spanish cultural icons. The notes include</p>	<p><b>El besito de las buenas noches</b> <a href="https://www.youtube.com/watch?v=5B9GBzTjeAU">https://www.youtube.com/watch?v=5B9GBzTjeAU</a></p> <p><b>El Chapulín Colorado El Bueno, El Malo y El Chapulín- video</b> <a href="https://www.youtube.com/watch?v=UONkz7GvySs">https://www.youtube.com/watch?v=UONkz7GvySs</a></p> <p><b>Journal</b></p> <p><b>Dora the Explorer</b> <a href="http://www.nickelodeon.es/programas/dora-la-exploradora/videos/yrl0e">http://www.nickelodeon.es/programas/dora-la-exploradora/videos/yrl0e</a></p>	<p><i>El Chapulín Colorado</i> is a Mexican television comedy series that ran from 1972 to 1981 and parodied superhero shows. It was created by Roberto Gómez Bolaños, who also played the main character.</p> <p><i>Dora the explorer</i> is an American educational animated TV series. The series centers around Dora, an American girl of <i>Indigenous Mexican</i> heritage who loves to embark on quests related to an activity that she wants to partake of or a place that she wants to go to, accompanied by her talking purple backpack and anthropomorphic monkey companion named Boots (named for his beloved pair</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>authentic materials orally or in writing.</p>		<p>blanks in strategic places for students to write in key facts. The teacher stops at intervals to check that students have been successful in filling in the blanks in the notes.</p> <p><b><u>Inside-Outside Circle:</u></b>            Teacher gives each student an index card with questions about present-day cultural icons. Students stand in 2 concentric circles facing each other. On signal, inside circle partner asks a question and outside circle partner answers. Then outside circle partner asks a question and inside circle partner answers. Partners exchange cards. Teacher gives signal to rotate and students in either inside or outside circle move the number of places indicated. Repeat the process with the new partner.</p>	<p><b><u>Demi Lovato</u></b>  <a href="http://www.latina.com/entertainment/buzz/demi-lovato-behind-scenes-latina-cover-shoot">http://www.latina.com/entertainment/buzz/demi-lovato-behind-scenes-latina-cover-shoot</a></p> <p><a href="http://www.latina.com/fashion/best-dressed/met-gala-2016-best-dressed-latina-celebrities">http://www.latina.com/fashion/best-dressed/met-gala-2016-best-dressed-latina-celebrities</a></p>	<p>of red boots).</p> <p>Demi Lovato, Diane Guerrero, Mayte Garcia and Thalia all make recent magazine covers.</p> <p>Christy Turlington became The First Latina Supermodel</p>
<p><b>SLO # 2</b>            Identify aspects of pop culture in Spain and</p>	<ul style="list-style-type: none"> <li>• What is the role of pop culture in our society?</li> <li>• Why are celebrities</li> </ul>	<p><b><u>Biographies</u></b>            Assign each student to research and present a celebrity’s biography. Presentations can</p>	<p><b>Hispanic Musicians and Singers</b>  <a href="http://www.biography.com/people/groups/hispa">http://www.biography.com/people/groups/hispa</a></p>	<p>Selena, Selena Gomez, Christina Aguilera, Rita Moreno, Celia Cruz, Marc</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>Spanish-speaking countries regarding the music industry.</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.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.NM.C.5</b> Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	<p>idolized?</p>	<p>include PPT, Prezi, Glogster, etc. and must be presented orally in the target language.</p> <p><b><u>Name that song</u></b> Teacher plays few seconds of music. Students will write on white boards the genre: i.e. bachata, salsa, flamenco, etc.</p> <p><b><u>Your Own Song</u></b> Using Spanish vocabulary, create lyrics in Spanish to an existing English song. Share it with the whole group.</p> <p><b><u>Categorize</u></b> Provide various artists' names, images, and song titles. In pairs, students categorize and label the cultural products.</p> <p><b><u>Paired Verbal Fluency:</u></b> In pairs, students letter off A and B. Teacher gives prompt or question and then indicates which partner will begin (ex. Talk about everything you know</p>	<p><a href="#">nic-musicians-and-singers</a></p> <p><b>50 best Latina singers</b> <a href="https://www.google.com/?gws_rd=ssl#q=latino+pop+icons">https://www.google.com/?gws_rd=ssl#q=latino+pop+icons</a></p> <p><b>Teacher-created song/music cd</b></p> <p><b>¡Avancemos! 2</b> Texbook: pp C2, C4, C6, C8, C10, C12, C14, C16, C18, C20, C22, C24</p> <p><b>Latina.com</b> <a href="http://www.latina.com/entertainment/buzz/100-greatest-latino-pop-culture-moments-ever">http://www.latina.com/entertainment/buzz/100-greatest-latino-pop-culture-moments-ever</a></p>	<p>Anthony, Luis Miguel, Gloria Estefan, Shakira, Jennifer Lopez, Thalía, Juanes, Julio Iglesias, Enrique Iglesias, Carlos Santana, Plácido Domingo and Tito Puente are Latino artists who are internationally known.</p>



NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		about _____. B’s begin.) Teacher monitors time and signals when the next person should begin talking without repeating anything that has been said previously. Each round is shorter than the previous one for 3 rounds (ex. 45 seconds, 30 seconds, 20 seconds).		
<p><b>SLO # 3</b>                      Identify aspects of the Spanish TV and movie industry and its reigning stars.</p> <p><b>7.1.NM.C.4</b>                      Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>7.1.NH.A.5</b>                      Demonstrate comprehension of short conversations</p>	<ul style="list-style-type: none"> <li>Who are the leading men and women in the Spanish movie industry? In Spanish TV?</li> <li>How does pop culture reflect the values of a society?</li> </ul>	<p><b><u>Video Discussion</u></b>                      Students watch a video segment of the telenovela “<i>María la del barrio</i>.”                      Students list words they recognize. In pairs, students discuss the scene(s). Students watch the segment a second time, contributing to a teacher-guided discussion.</p> <p><b><u>Telehistoria</u></b>                      Watch the telehistoria escena 1 segment from the <i>Avancemos</i> DVD. Write a short summary of the scene.</p>	<p><b>María la del barrio-telenovela</b>  <a href="https://www.youtube.com/watch?v=7W6pT4Nm4OY">https://www.youtube.com/watch?v=7W6pT4Nm4OY</a></p> <p><b>¡Avancemos! 2</b>                      Comparación Cultural                      Textbook: p. 346</p>	<p><i>Telenovelas</i> are a type of limited-run serial drama on Latin American TV. The word combines <i>tele</i>, short for <i>televisión</i> and <i>novela</i>, a Spanish word for "novel".</p> <p>Chilean author <i>Isabel Allende</i> won worldwide acclaim when her bestselling first novel, <i>The House of the Spirits</i>, was published in 1982. In addition to launching Allende’s career as a renowned author, the book, which grew out of a farewell letter to her dying</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>and brief written messages on familiar topics.</p> <p><b>7.1.NH.A.6</b> Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p>		<p><b><u>Listen and Read</u></b> Listen to CD 7, track 3 while you read page 314, activity 3 to assess comprehension of the telehistoria episode.</p> <p><b><u>Lectura</u></b> Read excerpts from a contemporary Latin American novel by Isabel Allende “<i>La casa de los espíritus</i>”. Summarize each paragraph and share with a partner.</p>	<p><b>¡Avancemos! 2</b> Textbook: pp. 308-329 DVD 2 CD 7: Tracks 1, 2, 3, 4, 5, 6, 7, 8, 9, Cuaderno: pp. 246-248, 249-251, 252-254, 255-256</p> <p><b>¡Avancemos! 2</b> La casa de los espíritus Textbook: pp326-327</p>	<p>grandfather, also established her as a feminist force in Latin America’s male-dominated literary world and was made into an American movie.</p> <p>Cameron Diaz, Jessica Alba, Sofia Vergara, Eva Longoria, Lin-Manuel Miranda, Mario Lopez, America Ferrara and Javier Bardem are well-known Latin actors.</p>
<p><b>SLO # 4</b> Identify aspects of Rap and Latin Hip-Hop music and its influence on the Spanish teen culture.</p> <p><b>7.1.NM.A.5</b> Demonstrate comprehension of brief oral and written messages using age-</p>	<ul style="list-style-type: none"> <li>• How does Spanish music and Rap influence and reflect the culture?</li> <li>• How does music challenge culture?</li> <li>• How is Rap music reflective of urban</li> </ul>	<p><b><u>Journal Entry</u></b> Write a journal entry about a Rap song that you like. What is the message in the song?</p> <p><b><u>Discuss and Write</u></b> In pairs, discuss your favorite style of music and then write a short summary about your partner’s preference.</p>	<p><b>Historia del rap en América Latina</b> <a href="http://raplatin.blogspot.com/p/blog-page.html">http://raplatin.blogspot.com/p/blog-page.html</a></p> <p><b>A Latino history of Hip-Hop</b> <a href="https://youtu.be/POLNA">https://youtu.be/POLNA</a></p>	<p>Latinos have been involved with the popularity of rap from the start. Artists such as Prince Whipper Whip (Puerto Rican) were there from the birth of <i>hip hop</i>. Latin rap was considered to be mainstream in 1988.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>and level-appropriate, culturally authentic materials on familiar topics.</p> <p><b>7.1.NH.B.4</b> Ask and respond to questions, make requests, and express preferences in various social situations.</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>culture in Spain and the Spanish-speaking world?</p>	<p><b><u>Filming a Music Video</u></b> Students work in small groups to imagine they are filming a music video. Assign a genre per group: i.e. rap, hip-hop, rock, etc. for an artist from a Spanish-speaking country. Students should focus on vocabulary using “vamos a + infinitive” form to say what they will do.</p> <p><b><u>Compose Your Message</u></b> You are hired to write lyrics to be used in a rap or hip-hop song with a peace message. Compose and perform your message.</p>	<p><a href="#">o9vdPc?t=21</a></p>	<p>Lin-Manuel Miranda’s Hamilton is nominated for more awards than any other Broadway show in history. The play tells the story of Alexander Hamilton’s life using through the medium of hip hop.</p>

## Unit 6 Vocabulary

### Unidad 6: Vocabulario: La Cultura Pop

<b><u>Vocabulario</u></b>		<b><u>Los verbos</u></b>	<b><u>Los adjetivos</u></b>
La cómic	El reportaje	Escuchar	Famoso/famosa
El humor	La música	Cantar	Hermoso/hermosa
Los caracteres	El rock	Bailar	Guapo/guapa
La edición	El rap	Hablar	Brillante
La circulación	El folclórico	Pasar algo a	Gracioso/graciosa
La suscripción	La música clásica	Visitar	Divertido/divertida
El suscriptor	La música popular	Encontrar	Alto/alta
El abonado/la abonada	Una emisión	Quedar	Pequeño/pequeña
La estrella	El desfile de modelos	Acompañar	Viejo/vieja
El famosa/la famosa	Un metraje	Leer	Ambicioso/ambiciosa
Un canción	Un concierto	Conocer	Impulsivo/impulsiva
Una película	Los medios de comunicación	Hacer	Delicado/delicada
Una película de la semana/un telefilm	La prensa	Tener gracia	Aburrido/aburrida
Una película de terror	La cobertura de los medios	Salir	Tímido/tímida
Un documental	La prensa regional	Ver	Egoísta
Una drama	La prensa femenina	Ser	Joven
Una vocalista/Un cantor	La prensa sensacionalista	Estar	Amable
Un actor/una actriz	La agencia de prensa	Ir	Feliz
Un rapero/una rapera	El jefe de prensa		Lindo/linda
Un cantante de rock	El comunicado de prensa		Triste
Un modelo			Sensible
Un artista			Original
Un cocinero/una cocinera			Rico/rica
Una columnista			Pobre
Un presentador de televisión/una presentadora de televisión			Adorable
			Amable

**Unit 6 Grammar**

This Unit will focus on the following grammatical concepts:

- Forms of the irregular verb, *ir*
- Ir + a + infinitive

**Unit Project (Choose 1)**

1. In groups of four, students will re-enact a movie scene or create their own segment with a story line in Spanish. iMovies will be presented to the whole group. Students are encouraged to use props, costumes, music, etc.

2. Assign students various Spanish stars from the music, TV, and movie industries and have them create a photo album/documentary on their famous stars. Students will present orally to the class.

Rubric Required

Rubric Required