

World Languages Curriculum

Spanish III Curriculum



Grades 9-12

Unit 6: Los 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:

- 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 III are as follows:

Unit 1: La salud, el aseo y rutinas diarias

Unit 2: Comida y nutrición

Unit 3: La familia

Unit 4: El futuro

Unit 5: España y sus regiones

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

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

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

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

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/Multi Level 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, Roleplaying, Think/Pair/Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks, Padlet
- 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 Understanding

- Movies and big screen actors have a substantial influence on society
- Playwrights create classics that have a role in shaping the society
- Music is a universal language.
- Through art, we learn about others and honor the world in which they live.
- The role of an actor is to translate an engaging and believable portrayal of the written character onto the screen.
- The arts serve multiple functions: enlightenment, education, and entertainment.

Grade: 9-12	Unit: Six	Topic: Los artes: el cine, el teatro y la televisión
NJCCCS: 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.6, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3, 7.1.NH.C.4, 7.1.IL.A.7		
ACTFL Modes of Communication:		
<ul style="list-style-type: none"> ➤ Interpersonal ➤ Interpretive ➤ Presentational 		

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
SLO # 1 Identify Spanish leading actors and demonstrate knowledge of the Spanish movie industry and its impact on Hollywood.	<ul style="list-style-type: none"> • What role does a hero or a heroine play in our lives? • What is the impact of 	<u>Biography</u> Teacher assigns a Spanish actor/actress to each student. Their task is to write a biographical account of their work. Assuming the star’s	¡Avancemos! 3 Comparación Cultural La literatura y el cine Textbook: p. 456 ¡Avancemos! 2 Unidad 6 - Lección 2	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

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar</p>	<p>movies on a culture? Is there a global impact?</p> <ul style="list-style-type: none"> • Who are the leading directors and actors in the Spanish language film industry? • Who are the Spanish actors who had leading roles in American movies? 	<p>identity, students present a report to the class.</p> <p><u>Journal Entry</u></p> <p>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 samples to share with the class.</p> <p><u>Reading Comprehension</u></p> <p>In pairs, students read <i>El Óscar y el Ariel</i>, discuss the contents and answer the questions.</p> <p>Optional- Play the audio CD.</p> <p><u>Compare and Contrast</u></p> <p>Watch a movie trailer starring a Spanish actor who also acts in Hollywood. Compare and contrast cinematography and their performance. Decide on your preference for their work in English or Spanish and</p>	<p>¡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>¡Avancemos! 2 Comparación Cultural Los actores hispanos en Hollywood Textbook: p. 346</p> <p>¡Avancemos! 2 El Óscar y el Ariel: dos premios prestigiosos Textbook: pp 350-351 CD 7: Track 21</p> <p>Actors Javier Bardem Antonio Banderas Penelope Cruz Salma Hayek</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> <p>Andy Garcia</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>vocabulary orally or in writing.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>		<p>back your opinion up with facts.</p> <p><u>Circumlocution:</u> Students work together in pairs. Provide Partner A with a list of 5 vocabulary words and Partner B with a different list. Partners may not share their lists with each other. Partner A starts by giving some clues in the target language so that Partner B will guess his first word. He/she continues with different ways to convey the message until Partner B guesses and the word and then the roles are reversed. Students should be equipped with target language paraphrases for this activity.</p>	<p>Andy García Etc...</p> <p>Volver - Movie Trailer https://www.youtube.com/watch?v=ABSvppyQGdE</p>	
<p>SLO # 2</p> <p>Identify classic playwrights, demonstrate knowledge of Spanish</p>	<ul style="list-style-type: none"> • What is theatre? • How are the roles of 	<p><u>Colón agarra viaje a toda costa (parte 4)</u></p> <p>Play the audio to students. In groups of three or four,</p>	<p>¡Avancemos! 3 Unidad 8 - Lección 2 Tema: El drama Textbook: pp 476-499 CD 16: Tracks 1,2, 3,</p>	<p><i>Murgas</i> During the 40 days of Carnival in Uruguay, murgas, or groups of 18 to 20 men perform in open air stages all over the city. Their</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>language theatre and analyze theatrical scenes.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>actors in a theatrical setting different from that of the movies?</p> <ul style="list-style-type: none"> • Is there a narrator in a theatrical work? How is developed? 	<p>students read the dialogue, answer questions and discuss their findings with the whole group.</p> <p><u>Dialogue Creation</u> 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. Volunteer groups perform their dialogues for the whole class.</p> <p><u>Essay</u> Write a one page Essay on platonic love. Do you believe such love exists today and is it real? Support your statements</p>	<p>4, 5, 6, 7, 8, 9, 10 Cuaderno: pp 367-377</p> <p>¡Avancemos! 3 Colón agarra viaje a toda costa (parte 4) Textbook: pp 495-497 CD 16: Track 10</p> <p>¡Avancemos! 3 Lectura Literaria Textbook: pp 496-497 CD 16: Track 10</p>	<p>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 700 lights.</p> <p>Lope de Vega Miguel de Cervantes & Federico García Lorca</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p>		<p>by providing examples.</p> <p><u>TPR Storytelling</u> Create a TPR story about one of Don Quixote’s exploits. Teach the class the gestures to re-tell the episode on their own.</p> <p><u>Compare and Contrast</u> Compare and contrast one Spanish playwright to an American/British playwright using a Venn Diagram.</p> <p><u>Acting</u> Act out a scene from a theatrical piece of your choice in Spanish.</p>	<p>Contemporary Spanish Theatre http://www.classicspanishbooks.com/contemporary-spanish-theatre.html</p> <p>Biblioteca Virtual: Miguel de Cervantes http://www.cervantesvirtual.com/portales/cantar_de_mio_cid/</p> <p>¡Avancemos! 3 Comparación Cultural Los teatros: monumentales obras de arte Textbook: p. 490</p>	<p>were famous Spanish playwrights.</p> <p>Cervantes was the first to introduce carácter development in storytelling. In his famous book, Don Quixote de la Mancha, the two protagonists are opposites who engage in many episodes and adventures together.</p>
<p>SLO # 3 Demonstrate comprehension of the impact of TV on the</p>	<ul style="list-style-type: none"> • What is the impact of television on teenagers? 	<p><u>Listings discussion</u> Visit both Spanish and American TV guide listings, compare and contrast similarities and differences.</p>	<p>TV en Directo Gratis http://www.teledirecto.es/</p> <p>Canales de</p>	<ul style="list-style-type: none"> - Game shows - Soap operas - Mini-series - Reality Shows - TV movies

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>Spanish language and American cultures.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	<ul style="list-style-type: none"> • Should prime-time television be censored? • What are the differences between Spanish language and American prime-time shows? 	<p>Discuss your observations with a partner. You may include times, descriptions, types of channels, etc...</p> <p><u>Journal Entry</u> Write a journal entry of one paragraph describing your favorite TV show. Include time, channel, day, and the reason(s) you enjoy it so much.</p> <p><u>Graph/Chart</u> Select a TV personality and create a timeline of his/her career, including titles and year. Present your TV personality to the class.</p> <p><u>Synopsis for TV</u> 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</p>	<p>televisiones de España http://www.tvgratis.tv/ver-television-gratis-en-directo-por-internet/canales-de-tv-de-espana.html</p> <p>TV Guide in Spanish http://www.tvguia.es/</p> <p>Las mejores telenovelas Mexicanas https://www.youtube.com/watch?v=CFR-7y7kAs8</p> <p>¡Avancemos! 4 Comparación Cultural La televisión de tres naciones hispanohablantes Textbook: pp. 414-417</p>	<ul style="list-style-type: none"> - Sports - Arts - Music - Telenovelas <p>TV Guide listings are in military time.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		movie or show.		
<p>SLO # 4</p> <p>Identify and discuss the influence of reality TV shows on teen culture.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	<ul style="list-style-type: none"> • Are Reality Shows real? • What is the impact of Reality TV on our culture? • What are the characteristics of reality shows? • Why is our culture fixated with Reality Shows? 	<p><u>Debate</u></p> <p>In groups of four students, discuss the influence of reality TV on teenagers. Once the major conflict has been determined, the teacher will assign you a side. Your team will debate in favor of the point of view that you were given.</p> <p><u>Mini-Scene</u></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 class. It must be a minimum of 2 minutes.</p> <p><u>Graph/Chart</u></p> <p>Research and create a</p>	<p>La historia del reality show- article http://columnazero.com/telerrealidad-la-historia-del-reality-show/</p> <p>Ejemplo de telerrealidad- video https://www.youtube.com/watch?v=uCmyEvG4_TM</p> <p>Definición de telerrealidad https://www.youtube.com/watch?v=ABHabULLZLc</p> <p>Un anuncio - video https://www.youtube.c</p>	<ul style="list-style-type: none"> - Birth of Reality Shows in 1992 with MTV- The Real World New York - American Idol - The Amazing Race - Hell’s Kitchen - The Real World - Top Model - The Bachelor - Survivor

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		<p>graph/chart on the average cost of a reality show vs. the average cost of a TV show.</p> <p><u>Comic</u></p> <p>Using makebeliefscomix.com, create a comic illustrating the aggressiveness of Reality TV.</p>	<p>om/watch?v=IdQqQZuKS3s</p> <p>Makebeliefscomix</p> <p>http://www.makebeliefscomix.com/</p>	

Unit 6 Vocabulary

Unidad 6: Vocabulario: Los artes: el cine, el teatro y la televisión

<u>Vocabulario: el cine</u>	<u>Vocabulario : el teatro</u>	<u>Vocabulario: la televisión</u>	<u>Los verbos</u>
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 público	Faire 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	Une 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 telerealidad	Cortejar
La taquilla	La repetición	Un programa en vivo (<i>live</i>)	Dejar
Una comedia musical	La representación	Un emisión en diferido	Abandonar
	Las adaptaciones literarios		Hacer una obra

Unit 6 Vocabulary

Unidad 6: Vocabulario: Los artes: el cine, el teatro y la televisión

<p>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>El quid pro quo</p>	<p><i>(recorded)</i> Un film Un documental Una repetición de programa (re-run) <u>Los adjetivos</u> 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>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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Unit 6 Grammar

This Unit will focus on the following grammatical concepts:

Verb tenses:

- Irregular Present Subjunctive

Unit Project (Choose 1)

1. Design a movie poster. Include an eye-catching graphic, a creative title, a movie rating, a list of stars and three comments by movie critics.

Provide a rubric

2. Create a PowerPoint biography on your favorite movie or TV actor/actress. Include birthplace and date, major pictures, accomplishments, spouse(s)/partner(s), death place, date and reason (if applicable), and anything else that is relevant to that person. Present your Biography in Spanish to the class.

Provide a rubric