

Unit #5: Influences of Beauty and Art

Content Area: **World Language**
Course(s): **Advanced Placement Spanish**
Time Period: **March**
Length: **Approximately 6 weeks**
Status: **Published**

Unit Overview:

In this unit, students will learn how the arts both challenge and reflect cultural perspectives, and how ideals of beauty and aesthetics influence daily life. Students will read, discuss, listen to and write about the themes of architecture, conservation and restoration of artworks, fashion and design, ideals of beauty, literature, music, performing arts, and visual arts. This unit will also help students develop their understanding of the economic, social and political forces which shape all of our lives through a study of beauty in contemporary global cultures.

Essential Questions:

- How do ideals of beauty and aesthetics influence daily life?
- How does art both reflect and challenge cultural perspectives?
- How is art used to record history?
- How do communities value beauty and art?

Enduring Understandings:

- The arts capture and reflect the history of a community.
- The role and importance of art is varies among Spanish regions.
- The concept of beauty is defined differently by different communities.
- The role of art impacts the quality of life and values of a community.
- Art challenges and reflects cultural perspectives.

Standards/Indicators/Student Learning Objectives (SLOs):

- Read brief written messages, listen to short conversations, or view information found about art and beauty to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.
- Recognize previously learned words and phrases and determine the meaning of unknown words related to art and beauty in the home and target culture as found in highly contextualized, ageand level-appropriate culturally authentic texts.
- Identify the main idea and other significant ideas associated with how people live in a community as

found in age- and level- appropriate culturally authentic material from the target culture.

- Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with creative technological products and practices of the target culture(s).
- Create and present a multimedia-rich presentation that retells information related to creative target culture technological products and practices as found in age- and level-appropriate culturally authentic materials orally or in writing.
- Describe in writing creative products and practices from the home and target cultures.

FL.IM.7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
FL.IM.7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
FL.IM.7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
FL.IM.7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
FL.IM.7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
FL.IM.7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
FL.IM.7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
FL.IM.7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
FL.IM.7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
FL.IM.7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
FL.IM.7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
FL.IM.7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
FL.IM.7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
FL.IM.7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
FL.IM.7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
FL.IM.7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
FL.IM.7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

FL.IM.7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
FL.IM.7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
FL.IM.7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

Lesson Titles:

- Lesson 1: Defining Beauty - Definiciones de la belleza
- Lesson 2: Definiciones de la creatividad - Definitions of creativity
- Lesson 3: Visual and Performing Arts - Las artes visuales y escenicas
 - Hispanic artists/works of art
 - Arquitectura
- Lesson 3: Fashion and Design - La moda y el diseño
 - Hispanic fashion artists
 - Fashion trends
 - Ingenious wardrobe/fashion

Career Readiness, Life Literacies, & Key Skills:

- Global Perspectives
- Critical Thinking & Problem Solving
- Information Literacy
- Media Literacy
- Communication and Collaboration
- Life and Career Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Inter-Disciplinary Connections:

- Social Studies
- Sociology
- Language Arts
- Art
- Music

LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how

	they interact to provide a complex analysis; provide an objective summary of the text.
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.2.2	Students will analyze how culture influences individuals, including themselves.
SOC.9-12.2.4	Students will assess how social institutions and cultures change and evolve.
SOC.9-12.4.1	Students will identify common patterns of social inequality.
VPA.1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
VPA.1.1.12.C.CS1	Theatre and the arts play a significant role in human history and culture.
VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
VPA.1.2.12	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

Equity Considerations:

Amistad Mandate

Topic: Influential Afro-Latinos in Arts: Celia Cruz

Materials Used: Cultural Readings, PowerPoint Presentation (Afro-Latinos), on-line authentic resources, videos, articles, info-graphs, and visual literacy activities

Addresses the Following Component of the Mandate:

- Contributions of African Americans to our Society

Holocaust Mandate

Topic: n/a

Materials Used: n/a

Addresses the Following Component of the Mandate: n/a

LGBTQ and Disabilities Mandate

Topic # 1 : Frida Kahlo (Feminist and Surrealist painter who suffered from a disability called poliomyelitis)

Materials Used: PowerPoint Presentation, On-line authentic resources, AP Temas Textbook, videos, articles, info-graphs, visual literacy activities

Addresses the Following Component of the Mandate:

- Political
- Social

Topic #2 : Ricky Martin(Puerto Rican advocate for LGBTQ rights)

Materials Used: PowerPoint Presentation, On-line authentic resources, AP Temas Textbook, videos, articles, info-graphs, visual literacy activities

Addresses the Following Component of the Mandate:

- Political
- Social

Climate Change

Topic: n/a

Materials Used: n/a

Addresses the Following Component of the Mandate: n/a

Asian American Pacific Islander Mandate

Topic : Influential Asian American Hispanic

- Yat-Sen Chang (Cuban-Chinese ballet male dancer)

Materials Used: PowerPoint presentation, online authentic materials, videos, articles, visual literacy activities, info-graphs

Addresses the Following Component of the Mandate:

- Social

Summative Assessment:

- Written Presentational Communication task: Argumentative Essay about the theme *Influences of Beauty and Art*
- Written Interpersonal Communication task: Email Reply about the theme *Influences of Beauty and Art*
- Spoken Interpersonal Communication: 2 minute recorded conversation stimulus task about the theme *Influences of Beauty and Art*
- Spoken Interpersonal Communication: Cultural Comparison Presentation about the theme *Influences of Beauty and Art*
- Written and print interpretive communication task about the theme *Influences of Beauty and Art*
- Print, Audio, Visual, and Audiovisual interpretive communication task about the theme *Influences of Beauty and Art*
- Vocabulary/Grammar Quiz - *Influences of Beauty and Art*

Resources & Materials:

- Tamas Textbook/Workbook
- Triangulo Textbook / CD
- AP Diaz preparing for the Language Examination workbook / CD
- Tejidos workbook
- AP College Board Classroom/Resources
- Huellas Curriculum/Materials
- AP Exams on College Board website
- Abriendo Paso textbook
- Grammar textbooks
- Flash Cards
- White Boards
- Chromebooks
- Promethean board
- Powerpoint Presentations
- Youtube videos
- Digital Recording website
- Duolingo
- BBC mundo
- Google classroom
- Google documents
- Flipgrid
- Wordreference.com

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Compare and contrast art forms by describing theatre, dramatic media and other art forms.
(Comprehension)

- Understand context by recognizing the role of visual and performing arts in daily life. (Knowledge)
- Understand the concept of beauty in relation to history and cultures (Knowledge)
- Identify elements of beauty in cultures and make connections between the target culture and the communities students live in. (Knowledge)
- Create and justify their own opinions about standards of beauty and ways of changing appearances. (Evaluation)
- Analyze and explain patterns in cultural standards of beauty and the political, social and economic implications of these. (Analysis)
- Investigate how the media presents different views about topical issues in beauty culture. (Analysis)
- Create reasons how the media can be used to promote beauty standards, and its role in publicizing other events. (Synthesis)
- Define many of the aesthetic elements of architecture and recognize the different architectural styles in their various communities. (Knowledge)
- Identify and assess the factors that affect beauty (Comprehension)
- Provide evidence on how the perceptions of beauty differ from country to country (Evaluation)
- Justify a definition of beauty, providing evidence to support (Evaluation)
- Delsea one
- SWAG

Formative Assessment:

Warm Up

- lunes lenguaje - Spanish writing prompt on the theme covered in class
- martes musical - Spanish Song on the theme covered in class
- miércoles de escuchar - Listening Activity on the theme covered in class
- jueves noticias - Current News article on the theme covered in class
- viernes cultural - Cultural Video or fact on the theme covered in class

Anticipatory Set

- Songs aligned with culture/theme
- Videos aligned with culture/theme
- Writing Prompts
- Authentic listening activity
- News Articles
- Authentic conversation practice
- Grammar practice

- Categorize vocabulary words
- KWL
- Whiteboard review games/practice
- Kahoot
- Quizlet Live
- Quizalize
- Blooket
- Quizizz
- Gimkit
- Padlet

Other Possible Formative Assessments Appropriate to the Lesson

- Classwork
- Homework
- Test
- Quizzes
- Emails
- Cultural Comparison
- Interpersonal Conversation prompt
- Argumentative Essay
- KWL on topic
- Activities using vocabulary in context
- Grammar Activities
- Google Classroom Questions/Activities
- Pair and Share partner activities
- Teacher observation/Guided practice
- Answering questions in each theme in Spanish using complete sentences
- Listening Comprehension Activities
- Reading Comprehension Activities
- Class discussions/participation
- Writing prompts
- Whiteboards Activities
- Conjuguemos
- Kahoot
- Gimkit
- Quizizz
- Quizlet
- Current Events
- Grammar and vocabulary : instruction, discussion, wkbk -vocab lists through ap wkbk, stories and news articles
- El Arte: Temas p186 Lectura “Museo Nacional de bellas artes”, students read and complete questions

- El Arte: Students will look into artist QUINO and his tira cómica- Mafalda
- El Arte: Temas p195 AUDIO “30 años de Guernica” y la Guerra civil de España. Students will listen to audio and complete questions that align with AP exam.
- La Arquitectura: Abriendo Paso p 228 Un monumento histórico de España
- La Arquitectura: Abriendo Paso p229 “ La arquitectura verde”
- La Arquitectura: Students will research how Gaudi’s Sagrada Familia and other architecture was received during Gaudi’s time and how it is viewed today to answer question: ¿Cómo puede cambiar la percepción de la belleza por el tiempo?
- La Belleza: Temas p251 “La vestimenta es identidad”, students read and complete text questions aligned with AP exam
- La Belleza: In small groups students will make a list of what they consider to be beautiful. This could be a painting, a person, architecture, art, etc. The teacher will then select different images of what other cultures consider to be “beautiful” and ask students to react to the images and the questions from their own perspective. (see Jessica Simpsons show on Beauty)
http://www.vh1.com/shows/jessica_simpson_the_price_of_beauty/episodes.jhtml
- La Belleza: Temas p148 “Encuesta sobre la belleza”, students read and complete questions
- La Belleza: Temas p152 AUDIO “Belleza y autoestima”, students listen to audio and complete questions
- La Belleza: Temas p256 Investigación por Internet: Vestimentas tradicionales hispanas. Students will choose a “vestimenta” and prepare information to give to the group.
- La Literatura: Abriendo paso p269 Investigación del internet- “La obra más destacada”. Students will choose 2 authors that have been recognized for their works (list given of authors), they will investigate the author, then write an “informe” that will include biography info, importance of their work, the genre that they wrote and some of their most famous works.
- La Literatura: Abriendo Paso p271 Debate-“La invasión digital destruirá libros de papel?”
- La Moda: “¿Somos lo que vestimos”? Students will discuss whether they believe that how we dress is a part of our identity. (flipgrid)
- La Moda: Abriendo Paso p 251 “La vestimenta es identidad” read and complete ex.’s
- La Moda: Abriendo Paso p257 presentación oral-: La globalización de la moda”
- La Moda: Temas p161 Encuesta/GRAPH “Qué opinas de las marcas de moda?”, students read and complete questions
- Las Artes Visuales y Escénicas: Abriendo Paso p279 Audio “Españoles en el mundo”
<http://www.rtve.es/television/20100504/espanoles-mundo-viaja-a-puerto-rico-isla-del-encanto-medio-del-caribe/329999.shtml>
- Las Artes Visuales y Escénicas: antonio Santaella <http://www.youtube.com/watch?v=0l8BRiZOv7g>
- Presentational Speaking: Cultural Comparison (2 min of speaking on a topic of high interest derive from ap themes comparing the students community to an area of the spanish speaking world) -students will be given a topic and then will have a written source to read and an oral source to listen to and then will have 2 min to prepare a presentation in which they will compare their own community to an area of the spanish speaking world.
- Presentational Writing: Persuasive essay (250+ words), interpreting information from authentic oral and written information and chart sources -ap wkbk, listen to audio sources, read written sources and then write a persuasive essay clearly indicating their viewpoint and defending it thoroughly

Closure

- Exit ticket
- Padlet
- 3-2-1

- Summary
- Debriefing/Oral questioning
- Hot seat (rapid fire questions)
- Discussion questioning and answers
- Worksheet guided review practice
- Gimkit, Kahoot, Quizlet

Modifications

ELL Modifications:

- Bilingual Directions
- Delsea one
- Extra time for assignments
- Intentional grouping with students who can assist ELL student
- Repeat, reword, clarify
- SWAG
- Use graphic organizer
- Use visuals

IEP & 504 Modifications:

- 1:1 Student Speaks with Teacher only
- Accompany readings with visuals and some translations
- Allow student to have access to the listening source to be able to listen to multiple times
- Allow use of computer for taking notes
- Appropriate scaffolding
- Breaking larger readings into shorter segments
- Consult Speech Therapist or Counselor about assignment to help with IEP and preparation
- Delsea one
- Duolingo.com (Student paced language practice)
- Edpuzzle (Allow students to watch videos with teacher annotations)
- Extra time for assignments
- FlipGrid (Allow student to record on their own and submit)
- Google Voice/Screencastify (Allow student to record on their own and submit)
- Pre-reading activities (May include visuals, background knowledge, cultural information)

- Preferential seating
- Provide an alternate assessment (written)
- Providing paraphrased or modified reading materials at the student's reading level
- Re-test
- Read aloud books or stories for comprehension
- Reading 1:1 (with teacher or student)
- SWAG
- Use of a scribe or talk-to text
- Word banks, multiple choice, matching questions help when possible with visuals

G&T Modifications:

- Additional real life speaking activities
- Argumentation and debate
- Authentic realia activities
- Delsea one
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Extended listening passage and activities.
- Extended reading passages with comprehension questions
- Free Response Question (FRQs) - both written and oral
- Free Response Question (FRQs) - both written and oral
- Journal article analysis
- Student led/directed discussions
- SWAG
- Writing activities with concentration on advanced grammar

At Risk Modifications

- Appropriate scaffolding
- Delsea one
- Goal Setting
- Hands on Activities
- Parent Involvement/Communication
- Preferential Seating
- Repeat, Reword, Clarify
- SWAG
- Visuals

- Word Bank

Technology Materials and Standards:

- Duolingo - www.duolingo.com
- Conjuguemos - <https://beta.conjuguemos.com/verb/69>
- BBC mundo - www.bbcmundo.com
- Listening Activities : www.laits.com
- Google Classroom (questions, posts, assignments, shared documents and websites, polls)
- Google Dictionary Extension (Defines vocabulary into English on websites in the target language)
- Google Docs (Document sharing, assignments)
- Google Forms (Surveys, formative and summative assessments)
- Google Sheets (Graphing, Graph Creation, Data Analysis)
- Google Slides (Projects)
- Google drawing (Assignment/Image Creation)
- Blooket www.blooket.com
- College Board AP Spanish Language and Culture Website/Classroom
- Flipgrid - <https://flipgrid.com/>
- Wordreference.com (Online Dictionary) - <https://www.wordreference.com/>
- Gimkit - <http://gimkit.com>
- Print text Source: “Moda y Personalidad” por Raquel Rodriguez: <http://www.mundobelleza.com/Bellinterior/moda.htm>
- Audio-Video Source: Carolina Herrera lanza su colección para otoño 2016 (entrevista con Carolina Herrera): <https://www.youtube.com/watch?v=ZLEq488sNfI>
- Visual Source (Graph): Investigación de Mercado / FastTrack de Marcas Edición Tiendas de Ropa <http://www.opcion.com.uy/marketing/?p=339>

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.C.1	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.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.2.12.B.CS2	The effects of technology on the environment.

Computer Science and Design Thinking Standards

CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
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