

| TEKS: Unit 5: Beauty & Aesthetics | TEKS: | Specifications: |
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| <p>INTERPRETIVE COMMUNICATION In the interpretive mode of communication, students demonstrate understandings of spoken and written communication within appropriate cultural contexts. Examples of this type of “one-way” Reading or listening include but are not limited to comprehension of digital texts, as well as printed, audio, and audiovisual materials.</p> <p>C2: Interpretive Communication: reading and listening. The student will comprehend connected statements from culturally authentic print and digital materials and audio and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p> | <ul style="list-style-type: none"> a) analyze culturally authentic print, digital, audio and audiovisual materials in a variety of contexts; b) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials; c) infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials; and d) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials. | <p>Throughout all listed below, students will draw inferences and make connections to their own life and own culture.</p> |
| <p>INTERPERSONAL COMMUNICATION In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this “two-way” communication include but are not limited to conversing face-to-face, participating in digital discussions and messaging, and exchanging personal letters.</p> <p>Interpersonal Communication: speaking and writing. The student will negotiate meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student will use a mixture of sentences and connected discourse using appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p> | <ul style="list-style-type: none"> a) ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation b) ask and respond to questions in unfamiliar contexts in spoken and written conversation with limited details; c) express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation; d) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation e) articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation; f) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and g) interact and react in writing using culturally appropriate expressions, register, and style | |

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| <p>PRESENTATIONAL COMMUNICATION</p> <p>In the presentational mode of communication, students present information, concepts, and ideas in spoken or written form to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include but are not limited to a presentation to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</p> <p>C3: Presentational Communication: speaking and writing. The student will present information orally and in writing using a mixture of sentences, and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p> | <ul style="list-style-type: none"> a) express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations b) narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration; and c) inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration | |
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** The TEKS highlighted above are those that we focus on as summative assessments in this unit.

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| Unit 5: Beauty & Aesthetics | Approximate Time: 6 weeks |
| Unit Overview | The concept of beauty has evolved across time and cultures. What are the reasons? Even though taste and appreciation are extremely personal and subjective, the concept of “beautiful” seems to have dramatic societal influences. In this unit, students will explore this concept in the visual, performing and literary arts. |
| Enduring Understandings: | <ul style="list-style-type: none"> ● Some beauty is inherent, universal and timeless. ● Art forms are very closely tied to their culture and era. ● The arts express an individual’s identity. ● Political and societal changes as well as personal experience influence personal expression. |
| Conceptual Lens: Visual Arts Performing Arts Architecture Literature (Don Quijote) | Understanding language: Social roles and behaviors in understanding language. Responding to language: Analyze the concept of beauty and what it means to each individually Producing language: Explore and explain a form of art using appropriate vocabulary. Examining and Evaluating Language: Create a short story. |
| Guiding Questions: | <ul style="list-style-type: none"> ● How are perceptions of beauty and creativity established? How do we express preferences and personal taste? ● How do these perceptions influence everyday life? ● How are beauty and aesthetics reflected in everyday life? ● How do the arts both challenge and reflect cultural perspectives? ● How do visual arts reflect cultural identity in a country? |
| Learning Targets (based on the ACTFL Proficiency Guidelines) | Proficiency Learning Targets The student will be able to analyze the concept of beauty and what it means to him/her as an individual. Language Skills The student will be able to communicate about different types of art forms using the perfect tenses and the passive voice. Grammar Skills The students will research a form of art and compare and contrast with a similar art form in the United States. They will then present their findings. |

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| <p>Assessments:</p> | <p>Formative: Will include but are not limited to the following: bell ringers, exit tickets, Venn diagrams, quick writes, spider web, drawings, partner pair share, KWL charts, PBL, Inside Outside circles, Group reports, white boards, participation card, games, activities and quizzes.</p> <p>Summative: <u>Interpretive:</u> Students will read and respond to print media. Make predictions about readings. Reading short stories, authentic articles and cultural readings. <u>Interpersonal:</u> Students will exchange facts, opinions and ideas about the arts, including performing and visual arts, architecture and literature. <u>Presentational:</u> Students will make an entry in their digital portfolio that could be a written/oral production.</p> |
| <p>TEKS addressed</p> | <p>See TEKS matrix above.</p> |
| <p>Topics of Unit 5</p> | <p>Vocabulary & Culture:</p> <ul style="list-style-type: none"> • Visual Arts • Performing Arts • Architecture • Literature <p>Grammar:</p> <ul style="list-style-type: none"> • Review of numbers • Perfect Tenses • Passive Voice |
| <p>Facts</p> | <ul style="list-style-type: none"> • The arts express an individual's identity. • Political and societal changes as well as personal experience influence personal expression. |
| <p>Language of Instruction</p> | <ul style="list-style-type: none"> • Los tiempos perfectos • La voz pasiva • Participio pasado |
| <p>List of Authentic Resources</p> | <p>Listening:</p> <ul style="list-style-type: none"> • Miguel de Cervantes - http://www.spanishpodcast.net/cervantes/ • Frida Kahlo - https://www.youtube.com/watch?v=zMEmGxrkBos • El Sol - http://images.scholastic.co.uk/assets/a/3d/e6/01-es1-2014-track-01-1229456.mp3 |

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| | <ul style="list-style-type: none">• Diego Rivera - https://www.youtube.com/watch?v=gm1HIMQImXE• Pablo Picasso - https://www.youtube.com/watch?v=ANqi-LuH5j8• Don Quijote - http://www.notesinspanish.com/2007/01/19/advanced-spanish-podcast-61-don-quijote/ <p>Reading:</p> <ul style="list-style-type: none">• El Sol• Arte – Triángulo p. 108• Temas p. 190• Guernica – Temas p. 195• Arquitectura – Temas p. 201• Miguel de Cervantes - http://www.educapeques.com/lectura-para-ninos/grandes-personajes-de-la-historia-miguel-de-cervantes-saavedra.html• http://www.padreshispanos.com/nuestra_cultura/miguel-de-cerva/1057/• <i>Don Quijote de la Mancha</i> – Miguel de Cervantes (Lee conmigo 3, p. 94) |
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