

Anoka-Hennepin Secondary Curriculum Unit Plan

Department:	World Language	Course:	Spanish III	Unit 2 Title:	The Arts and Me	Grade Level(s):	9-12
Assessed Trimester:	Tri A	Pacing:	4 Weeks	Date Created:	6/2014	Last Revision Date:	6/2014

Course Understandings: <i>Students will understand that:</i> <ul style="list-style-type: none">Knowledge, comprehension, and ability to manipulate the vocabulary and grammatical structures of the target language including the present, present progressive, future, preterite, and imperfect tenses allow them to communicate effectively both orally and in writing in the target language. (1.1, 1.2, 1.3)There are native speakers who are not used to communicating with second language learners and will be able to comprehend and respond to those speakers. (1.1, 1.2)There are diverse strategies which can be used to derive detail from unfamiliar authentic materials and literary samples. (1.2)Vocabulary, pronunciation, and syntax may vary by geographic location within a language (Spanish only) (1.2)Cultures are more complex than their stereotypes may indicate. (2.1, 2.2)Social and geographic factors affect cultural practices. (2.1)People contribute to their culture and will be able to recognize the contributions of artists, musicians, writers, and/or historical figures to the target culture. (2.2)
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DESIRED RESULTS (Stage 1) - WHAT WE WANT STUDENT TO KNOW AND BE ABLE TO DO?

Established Goals	
ACTFL Standards for Foreign Language Learning <ul style="list-style-type: none">1.1: Students engage in conversations, provide and obtain information, express feelings and opinions.1.2: Students understand and interpret written and spoken language on a variety of topics.1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.3.1: Students reinforce and further their knowledge of other disciplines though the foreign language.3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its countries.4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	
Transfer	
Students will be able to independently use their learning to: (product, high order reasoning) <ul style="list-style-type: none">Design a visual representation that personally reflects who they are: including values/inspirations/passions/history; created in a specific artistic style (surrealist, minimalist, pointillist, modernist, gothic, baroque, etc.)	
Meaning	
Unit Understanding(s): Students will understand that: <ul style="list-style-type: none">Art has the ability to inspireMajor world cities tell their stories differently through artIndividuals tell their story differently through artArt plays a role on daily life	Essential Question(s): Students will keep considering: <ul style="list-style-type: none">What art inspires you and why?How do major world cities tell their story through art?How do individuals tell their story through art?What role does art play in your daily life?
Acquisition	
Knowledge - Students will: <ul style="list-style-type: none">Know what academic language is	Skills - Students will: <ul style="list-style-type: none">Answer the essential questions in the target language in an academic way

<ul style="list-style-type: none">Know the differences between artistic styles/movementsKnow which verb tense to use for what type of idea Reasoning - Students will: <ul style="list-style-type: none">Determine main ideas from supporting ideas via interacting with authentic resources	<ul style="list-style-type: none">Identify main and supporting ideas and key vocabulary presented in authentic resourcesAnalyze and infer meaning through artistic expression.Design a visual representation that personally reflects who they are: including values/inspirations/passions/historyIdentify general descriptors of major art movements

Common Misunderstandings <ul style="list-style-type: none">	Essential new vocabulary <ul style="list-style-type: none">Categories of Art, Descriptive colors, comparatives, expressions of opinion, emotions
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