

**World Languages
Spanish IV
Unit 4: Hispanic Artists**

Essential Understandings	<ul style="list-style-type: none"> ▪ Language enables communication. ▪ Language is inextricably linked to culture. ▪ Western languages have certain structural similarities.
Essential Questions	<ul style="list-style-type: none"> ▪ Who are some of the famous Hispanic artists? ▪ How does one describe a work of art in Spanish? ▪ What life expectancies influenced various artists?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Personal, social, and historical events influenced the works of Hispanic artists. ▪ Many forms of art are represented by Hispanic artists.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Spanish terminology pertinent to art (i.e., tools, styles, color, techniques, foreground, background) ○ Verb, adjective, and noun agreement
Essential Skills	<ul style="list-style-type: none"> ▪ Identify the different styles of art. ▪ Identify major works of various artists. ▪ Describe art in Spanish. ▪ Use verb tenses necessary to relate artist's life and influences (present, preterite, imperfect). ▪ Use terminology of art in Spanish. ▪ Recognize different movements of art. <p>Observe and discuss the art of Diego Velazquez and Salvador Dali.</p>
Related Maine Learning Results	<p><u>World Languages</u></p> <p>A. Communication</p> <p>A1. Interpersonal</p> <p>Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and intonation which would be comprehensible to a native speaker accustomed to interacting with language learners.</p> <ol style="list-style-type: none"> a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries. b. Provide and exchange detailed information on familiar topics, orally and in writing. c. Describe and explain states of being, orally or in sign language, and in writing. d. Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning.

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**Related
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A2. Interpretive

Students comprehend conversations, narratives, and recorded material in familiar contexts that are longer and/or more complex than those in the 6-8 grade span.

- a. Identify main ideas, topics and specific information in a variety of authentic written/signed materials.
- b. Identify main ideas, topics, and specific information in authentic films.

A3. Presentational

Students express their own thoughts to describe and narrate in oral/signed and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by native speakers accustomed to interacting with language learners.

- a. Read authentic passages aloud with appropriate pronunciation, phrasing, and into notion.
- b. Relate a story about a personal experience or event orally or in sign language.
- c. Paraphrase and/or summarize texts orally or in sign language, and in writing using a presentational format.
- d. Write/sign brief narrative compositions and expository/informational compositions.

A4. Language Comparisons

Students use their understanding of the nature of language to enhance their communication in the target language.

- a. Compare a variety of grammatical structures and syntax between languages.
- b. Identify examples of vocabulary in both languages that do not translate directly from one language to another.
- c. Use idiomatic expressions and/or proverbs in the target language.
- d. Identify examples of how vocabulary (in English and the target language) that convey different meanings in different contexts.

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- B. Culture
 - B1. Practice and Perspectives

Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken

 - b. Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken.
 - B3. Comparison with Own Culture

Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives.

 - a. Identify and compare influential figures from the two cultures.
 - c. Use the target language in a manner that would be considered appropriate by native speakers and explains what makes it appropriate communication.
- C. Connections
 - C1. Knowledge of Other Learning Results Content Areas

Students use the target language to enhance their knowledge of other Learning Results content areas.

 - b. Provide examples of information gathered through target language resources that are applied in other Learning Results content areas.
 - C2. Distinctive Viewpoints

Students locate authentic resources and describe ideas about the target language and associated culture(s) that are available only through sources in the target language.

 - a. Interpret short prose, poetry, or plays in the target language that reflect the culture(s) in which the target language is spoken and make connections to the viewpoints of the culture associated with the target language(s).
 - b. Locate selected magazines, newspapers, authentic entertainment media and electronic media in the target language and use these media as the basis for describing the viewpoints of the culture associated with the target language(s).
 - c. Locate selected magazines, newspapers, authentic entertainment media and electronic media in the target language and describe viewpoints of a culture(s) in which the target language is spoken.

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Related Maine Learning Results	<p>D. Communities D1. Communities Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers and to understand the importance of culture and language in the 21st century.</p> <p>b. Independently access a variety of target language sources for one’s own entertainment or enrichment.</p> <p>d. Communicate with target language speakers using the target language.</p>
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Group presentation of a selected work of Salvador Dali. ▪ Individual power point presentation. ▪ Biographical video clips of selected artists. ▪ Biographical reading.
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Oral participation ▪ Presentation (paired and individual) ▪ Tests and quizzes
Sample Resources	<ul style="list-style-type: none"> ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ <u>Salvador Dali</u> ○ <u>Diego Velázquez</u> ▪ <u>Other Resources:</u> <ul style="list-style-type: none"> ○ Exhibit of Diego Velázquez, National Art Gallery (London)