

**World Languages
Spanish IV Honors
Unit 4: La Música Hispana**

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| Essential Understandings | <ul style="list-style-type: none"> ▪ Literature is one of the central manifestations of language; it reveals characteristics and peculiarities of distinct cultures, and exemplifies in pragmatic as well as in majestic ways the intricacies of grammar and syntax coming together to produce language. |
| Essential Questions | <ul style="list-style-type: none"> ▪ How does music reflect characteristics and features of a society? ▪ How does music reflect the thoughts and ideals of an artist? ▪ What is the role of music within today’s modern society? ▪ How does language interact with music to create an art form? ▪ How does Hispanic popular music contrast with American popular music? |
| Essential Knowledge | <ul style="list-style-type: none"> ▪ One can identify cultural characteristics of a society by analyzing its music. ▪ Cultural identities and attitudes of musicians reflect the cultures in which they live. ▪ Music plays an important role in culture and society. ▪ The rhythmic aspects of language relates to music. ▪ There are differences and similarities in musical trends between American and Hispanic cultures. |
| Vocabulary | <ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ General music vocabulary ○ Vocabulary specific to each individual artist ○ Idiomatic expressions used by individual artists in interviews and movie clips |
| Essential Skills | <ul style="list-style-type: none"> ▪ Derive meaning from song lyrics. ▪ Differentiate between many different Hispanic music styles. ▪ Identify cultural features of a society from its musical expressions. ▪ Analyze the lives and work of popular Hispanic artists. ▪ Assimilate and applying new vocabulary to enrich their Spanish writing skills. |

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| <p>Related Maine Learning Results</p> | <p><u>World Languages</u> A. Communication A1. Interpersonal 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. 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 and in writing. d. Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning. 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 span. a. Identify main ideas, topics and specific information in a variety of authentic written materials. b. Identify main ideas, topics, and specific information in authentic films. c. Identify main ideas, topics, and specific information in authentic oral/signed materials. A3. Presentational Students express their own thoughts to describe and narrate in oral 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 intonation. c. Paraphrase and/or summarize texts orally and in writing using a presentational format. d. Write brief narrative compositions and expository/informational compositions.</p> |
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| <p>Related Maine Learning Results</p> | <p>A4. Language Comparisons Students use their understanding of the nature of language to enhance their communication in the target language.</p> <ul style="list-style-type: none">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. <p>B. Culture</p> <p>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</p> <ul style="list-style-type: none">b. Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken.c. Identify differences in cultural practices among peoples that speak the same language. <p>B2. Products and Perspectives Students explain how political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken.</p> <p>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.</p> <ul style="list-style-type: none">a. Identify and compare influential figures from the two cultures.b. Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the target language is spoken.c. Use the target language in a manner that would be considered appropriate by native speakers and explains what makes it appropriate communication. |
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| Related Maine Learning Results | <p>C. Connections 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.</p> <ol style="list-style-type: none"> 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. Located selected magazines, newspapers, authentic entertainment media an 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 in which the target language is spoken. |
| Sample Lessons And Activities | <ul style="list-style-type: none"> ▪ Writing fan letters ▪ Writing music reviews ▪ Holding press conferences ▪ Listening for comprehension ▪ Classroom discussion |
| Sample Classroom Assessment Methods | <ul style="list-style-type: none"> ▪ Music project and presentation ▪ Vocabulary and biography quizzes ▪ Compositions ▪ Spoken activities listed above |
| Sample Resources | <ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ "People in Spanish Magazine" ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ "Ketama, The Flamenco Clan" ○ "Manu Chao, Radio Bemba" ○ "Selena" ○ Interview with Gloria Estefan |