



UNIT 4

Course: Heritage Spanish 2	Grade Level: Level 2		
Unit Title: Beauty and Aesthetics-Visual and performing arts	Length of Unit: ~ 6 weeks		
Unit Summary: Students will explore how art reflects and shapes one person’s culture and their ideals of beauty within a community.			
Stage 1- Desired Results			
STANDARDS	Transfer		
<p>Interpretive: <i>Reading:</i> (I-M1, I-M2, I-M3) I can identify the main idea and key information in short straightforward conversations and texts, both fictional and informational.</p> <p><i>Listening:</i> (I-H1,I-H2, I-H3) I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length texts, conversations, and discussions, both fictional and informational.</p>	<p><i>Students will be able to independently use their learning to....</i> <i>Examine different beauty ideals that we observe in today’s society. Explain how art reflects the beauty/aesthetics valued by a culture. Compare our current ideals of beauty and aesthetics to those of an artist from a different time period.</i></p>		
	Meaning		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● <i>There are different types of art</i> ● <i>A person’s values/perspectives influence the type of art they create</i> ● <i>Art is an important component of a culture</i> ● <i>The perspectives/values of a community play a role in the types of</i> </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i></p> <ul style="list-style-type: none"> ● What are the different types of art and how is art expressed? ● How do communities value beauty and art? ● How are our ideals of beauty and aesthetics reflected in our daily lives? </td> </tr> </table>	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● <i>There are different types of art</i> ● <i>A person’s values/perspectives influence the type of art they create</i> ● <i>Art is an important component of a culture</i> ● <i>The perspectives/values of a community play a role in the types of</i> 	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i></p> <ul style="list-style-type: none"> ● What are the different types of art and how is art expressed? ● How do communities value beauty and art? ● How are our ideals of beauty and aesthetics reflected in our daily lives?
<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● <i>There are different types of art</i> ● <i>A person’s values/perspectives influence the type of art they create</i> ● <i>Art is an important component of a culture</i> ● <i>The perspectives/values of a community play a role in the types of</i> 	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i></p> <ul style="list-style-type: none"> ● What are the different types of art and how is art expressed? ● How do communities value beauty and art? ● How are our ideals of beauty and aesthetics reflected in our daily lives? 		

<p>Interpersonal: <i>Writing:</i> (N-H1, N-H3) I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time, and asking questions to keep the conversation on topic.</p> <p><i>Speaking:</i> (I-M1) I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p> <p>Presentational: <i>Writing:</i> (I-L2, I-L3) I present on familiar and everyday topics, using simple sentences. I can express my preferences on familiar and everyday topics of interest and explain why I feel that</p>	<p><i>art they value</i></p>	<ul style="list-style-type: none"> ● In what way does art reflect the artist's reality and life?
Acquisition		
	<p><i>Students will know...</i></p> <p>Related Structures/patterns</p> <ul style="list-style-type: none"> ● Synonyms and antonyms of <i>gustar</i> ● Phrases to review ● Compare and contrast <ul style="list-style-type: none"> ○ Phrases ○ Clauses ○ Connectors ○ Simile ○ Metaphors ○ Stanza ○ Verse ○ Rhyme (consonant, asonant) ○ Personification ○ Hyperbole ○ Symbolism ● Direct and Indirect object pronouns <p>Priority vocabulary</p>	<p><i>Students will be skilled at...</i></p> <p>Interpretive</p> <ul style="list-style-type: none"> ● Understand how art can reflect someone's culture. ● Identify the different types of art. ● Identify some well-known hispanic and/or Latino artists and their works <p>Interpersonal</p> <ul style="list-style-type: none"> ● Discuss how art has an impact on their life. ● Converse about their interpretations/observations about a piece of art <p>Presentational</p> <ul style="list-style-type: none"> ● Replicate a famous piece of art, but adapt/modify it to reflect your own perceptions and/or identity. ● Present and justify your product in a

way, using simple sentences.

Speaking: (I-L2, I-L3)

I present on familiar and everyday topics, using simple sentences. I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.

Intercultural Communication: (Intermediate)

I can interact at a functional level in some familiar contexts.

Supporting SEL standard(s) embedded within this unit:

1b.j3 Demonstrate decision making based on what is right rather than media images

2a.j4 Use appropriate non verbal cues to communicate your understanding of another's perspective.

2a.j3 Analyze the factors that have influenced your perspective on an issue.

- Types of art (architecture, sculpture, music, literature, performing art, painting and film)
- Values and morals
- Artistic styles (abstract,surrealism, romanticism, realism,symbolism)
- Names of color variations, textures, materials, art verbs, shapes.

gallery walk .

- *Compare and contrast their two favorite pieces of art explaining the product, practice and perspective.*

--	--	--

Stage 2- Evidence

Evaluation Criteria	Assessment Evidence
Task Rubric Presentational Rubrics Interpersonal Rubrics Interpretive Rubrics	PERFORMANCE TASK(S): IPA Template
	OTHER EVIDENCE STUDENT SELF-ASSESSMENT & REFLECTION

Stage 3- Learning Plan

Summary of Key Learning Events and Instruction

COD- has a a new Frida Kahlo display <https://www.clevecarneygallery.org/upcoming-events>

