



**UNIT 4**

<b>Course:Heritage Spanish 3</b>		<b>Grade Level:</b> Level 3
<b>Unit Title: Beauty and Aesthetics - Language and Literature</b>		<b>Length of Unit:</b> ~ 6 weeks
<p><b>Unit Summary:</b> Students will engage in a myriad of authentic examples of literature and language that explore what various Spanish speaking cultures consider esthetically beautiful. They will begin to communicate these ideas in formats that mirror portions of the AP Spanish Language and Culture exam</p>		
<b>Stage 1- Desired Results</b>		
<b>STANDARDS</b>	<b>Transfer</b>	
<p><b>Interpretive:</b>  <i>Reading:</i> (I-M1, I-M2) I can understand the main idea and key information in short straightforward informational and/or fictional texts</p> <p><i>Listening:</i> (I-H3) I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.</p> <p><b>Interpersonal:</b>  <i>Writing:</i> (I-M3) I can exchange preferences,</p>	<p><i>Students will be able to independently use their learning to...</i>  <b>Analyze how art is used to express the history of a community in a Spanish Speaking Country and compare the different expressions of art.</b></p>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <p>Every time period art is a reflection/representation of the social political and cultural issues.</p> <p>Literature could be a representation of the author’s social and personal context of the time era.</p>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will continue to consider . . .</i></p> <p>How is art used to record history?</p> <p>How does literature differ from other artistic mediums and expressions (exe: music versus painting, etc.) in its ability to reflect and challenge cultural perspectives?</p>

<p>feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions</p>		<p>Which are some of the most influential contemporary authors in the Hispanic Speaking World and why?</p>
<p><i>Speaking:</i> (I-H3) I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences and asking a variety of questions, often across various time frames</p> <p><b>Presentational:</b> <i>Writing:</i> (I-H2) I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames</p> <p><i>Speaking:</i>(I-M2) I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.</p>	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <p><b>Related Structures/patterns</b></p> <ul style="list-style-type: none"> <li>● Introduction to literary terms like Alliteration, Anaphora, Parallelism, rhyme (<i>rima asonante y rima consonante</i>), etc.</li> <li>● How to use/distinguish between imperfect and preterite versus present and present perfect.</li> <li>● Compare different pieces/forms of arts.</li> <li>● Compare Aesthetic and beauty in western culture and other non-western cultures)</li> </ul> <p><b>Priority vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Art forms and types ( architecture, drawing,painting, photography sculpture, music // abstract, modern, cubism, etc )</li> </ul>	<p><i>Students will be skilled at...</i></p> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>● <i>Understand the author's purpose or point of view on a given text/audio sample.</i></li> <li>● <i>Recognize and compare cultural features on text/audio.</i></li> <li>● <i>Identify the main idea of a given prompt.</i></li> <li>● <i>Interpret the key words on a given content.</i></li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>● <i>Participate in simulated/spontaneous conversations on a given topic.</i></li> <li>● <i>Maintain the exchange with a series of responses in a conversation.</i></li> <li>● <i>Maintain the exchange in a written response providing the required information.</i></li> </ul>

**Intercultural Communication: (intermediate)**

In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.

**Supporting SEL standard(s) embedded within this unit:**

2A.3j. Analyze the factors that have influenced your perspective on an issue.

- Fashion styles (Vintage, formal, casual, ethnic, etc )
- Folklore (songs, tales, clothing, cuisine, etc)
- Adjectives related to beauty (*hermoso/a, fascinante, elegante, sofisticado, maravilloso/a, delicado/a, deslumbrante, etc*)
- Aesthetic canon (*esbelto/a, grueso/a, partes del cuerpo, etc*)

***Presentational***

- *Present and defend your own point of view on a given topic.*
- *Develop a persuasive argument with coherence and detail.*

Evaluation Criteria	Assessment Evidence
<p>Task Rubric</p> <p><a href="#">Presentational Rubrics</a></p> <p><a href="#">Interpersonal Rubrics</a></p> <p><a href="#">Interpretive Rubrics</a></p>	<p>PERFORMANCE TASK(S):</p> <p><a href="#">IPA Template</a></p> <hr/> <p>OTHER EVIDENCE</p> <p>STUDENT SELF-ASSESSMENT &amp; REFLECTION</p>
<b>Stage 3- Learning Plan</b>	
<i>Summary of Key Learning Events and Instruction</i>	

