

Unit 04: Mi musica, mi arte

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 4

Unit Title:	Mi Música, mi arte
Suggested Duration:	9 weeks

Interdisciplinary Connections

Interdisciplinary Connections
<p>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</p> <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
<p>Math Practices: https://www.nj.gov/education/standards/math/Index.shtml</p>
<p>Science Practices: https://www.nj.gov/education/standards/science/Index.shtml</p>
<p>English/History: Different types of art, artists, countries and period of time where each type of art become popular or famous.</p>
<p>Find and paste appropriate <u>Companion Standards</u> or <u>Practices</u> here.</p>

Technology Integration

Technology Integration
<p>Northern supports the integration of the SAMR Model: a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.</p>
<p>Chromebook, SmartPhone, Viewsonic and digital interactive platforms</p>
<p>Teacher-created digital presentations</p>
<p>Review with teacher-created digital games and activities</p>
<p>Listening to authentic material integrating blogs, documentaries, and videos via educational digital sites</p>

including:

<https://www.yabla.com/>

<https://www.liveworksheets.com/>

<https://quizizz.com/>

<https://quizlet.com>

<https://edpuzzle.com>

<https://www.youtube.com/>

<http://www.spanish4all.com/>

<http://www.spaleon.com/conj.php>

<http://www.abcteach.com/directory/languages/spanish/>

<http://www.learnspanish.com/>

<http://spanish.about.com/>

<http://spanishfood.about.com/>

<http://www.elmundo.es/>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com/>

<http://www.colby.edu/~bknelson/SLC/index.php>

<http://www.laits.utexas.edu/spe/index.html>

<http://www.ver-taal.com/index.htm>

<http://www.senorjordan.com/los-videos/>

<https://spanish-resources.com/>

<https://llevatilde.es/>

<https://aprenderespanol.org/>

<https://cvc.cervantes.es/>

<http://www.rutaele.es/a2/>

Standard(s) Addressed

Standard 7 [World Language](#)

- 7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Standard 7 [Climate Change Education](#) (World Language)

- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues and exchanging information with classmates and others about global issues, including climate change.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Standard 9 [Career Readiness, Life Literacies, and Key Skills](#)

- 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage

WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NH.7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
WL.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET	Interpretive Mode of Communication
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

STAGE I Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<i>Students will be able to independently use their learning to...</i>	
interpret each type of art, recognize some important artist from different countries and determine the relation between art and society.	
<i>Mastery</i>	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Communication is the ability to understand and be understood in real world contexts. • Language and culture are mutually dependent. • Learning languages provides connections to additional bodies of knowledge. • Learning languages allows students to realize there are multiple ways of viewing the world. • Language students have the ability to 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • Why are music and art important to our culture? • What is art? • What can I learn from music and art? • Why is it important to have some understanding of art? • How does the art of a country represent its culture? • Why is it important to learn about the culture of Spanish-speaking countries

participate in multilingual communities.	<ul style="list-style-type: none"> • How do artists and their art speak to you?
Acquisition	
<p><i>Students will know . . .</i></p> <ul style="list-style-type: none"> • Different kind of traditional music from Spanish-speaking countries • The meaning of art for people in other cultures • The impact of music in young generations • Is dance an important cultural factor in the Hispanic society • Other forms of art and important artists in Spanish speaking countries • The general rules of grammar and spelling in Spanish 	<p><i>Students will be skilled at . . .</i></p> <ul style="list-style-type: none"> • Appreciating music and art as a way to understand self, others and the universalities of the human condition. • Recognizing the importance of each type of art. • Learning different kinds of music • Recognizing Hispanic music from other countries • Listening to music in a traditional way • Discussing contemporary music and traditional music • Learning to dance • Interpreting art • Talking Hispanic contemporary art

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<ul style="list-style-type: none"> • Class discussions about better forms of art. • Reading comprehension “La música tiene un papel en la comunidad” • Graphic organizer in groups to establish the relation between all types of art • Presentational communication: Interpretation of the Video “Mi tierra” by Gloria Estefan • Music and dance as an art and as national 	<ul style="list-style-type: none"> • Assessment on word definitions and concepts • Assessment (written, oral , listening) • Students will present a traditional and contemporary song and a piece of art and dance from a Spanish –speaking country (as a unit exam) • Presentational communication: Essay “Cuando pensamos en Frida, es difícil no pensar en Diego Rivera” • Presentational communication: Interpretation of

identity.

- Reading and discussing “Crítica de arte reprobada comercialización de Frida Kahlo”
- Reading and discussing “Gaudí”
- Reading and discussing “Polémica sobre los patrimonios de la humanidad en los museos”
- Reading and discussing “Impactos de las telenovelas”
- Reading and discussing “El Guernica”
- Compare and contrast the music and dance in the past and the present.
- Influences of the Spanish music and dance on USA life.
- Analyze and critique the movie “Dance With Me”

the Video “Mi tierra” by Gloria Estefan

- Presentational communication: “La sagrada familia de Gaudí”
- Grammar Assessment
- Past participles
- Descriptive adjectives
- Verbs with the indirect object
- Cuando + subjunctive

Other Evidence: formative daily assessments

- Vocabulary Gaming
- Oral activities
 - Show and tell
 - Presentations, Dialogues
 - Class discussions
 - Answering yes and no, direct response questions using previously acquired vocabulary
 - Presentation both face-to-face and recorded of the Unit’s practices, products, and perspectives
- Listening activities
 - Watch videos in Spanish.
 - Listen to songs in Spanish.
 - Listen to short dialogues in both formal and informal Spanish and answer questions about what they heard
- Reading Comprehension Activities
- Communicative (interpersonal) Activities, Information Gap Activities
- Whiteboards and/or digital comprehensive activities to practice unit language structures and

vocabulary.

All courses follow a [balanced assessment system](#) with Practice and Assessments.

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

- Word banks when needed
- Extra time on assessments
- Special seating (away from distractions)
- Read and explain the directions to the student
- Use a highlighter or marker to identify key words, phrases, or sentences

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Modes of Communication:

1-Interpretative

2-Interpersonal

3-Presentational

- Definition of the concepts of art and artist. Informal pre-writing about their opinion on the importance of the art and the artist on society.
- Teamwork on a graphic organizer with types of art, characteristics, influences, and famous artist in each category and their work.
- Specific contribution of each type of art on past and present society.
- Music and dance as an art and as a national identity.

- Interpretative Reading and discussing “Crítica de arte reprobación comercialización de Frida Kahlo”
- Interpretative Reading and discussing “Gaudí”
- Interpretative Reading and discussing “Polémica sobre los patrimonios de la humanidad en los museos”
- Interpretative Reading and discussing “Impactos de las telenovelas”
- Interpretative Reading and discussing “El Guernica”
- Compare and contrast the music and dance in the past and the present.
- Influences of Spanish music and dance on USA life.
- Other influences of Spanish art in USA.
- Formal writing about contributions and importance of art in the society.
- Analyze and critique the movie “Dance With Me”(A 1998 movie by [Randa Haines](#) with Chayanne and Vanessa L. Williams)
- Past participles
- Descriptive adjectives
- Verbs with the indirect object
- Cuando + subjunctive

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, LGBTQ and students with 504 plans

Specific Resources for Unit

Specific Resources for Unit

- Google Apps For Education (GAPE)

- Maps
- Sites
- Forms
- Drive
- Classroom
- Slides
- Add ons

- Internet

- Youtube.com videos for oral comprehension and grammar tutorials
- Quizlet.com
- Wordreference.com
- Yabla.com
- <https://www.laits.utexas.edu/spe/>
- Audiolingua
- Videoele
- Flipgrid
- Padlet
- Socrative
- Quizizz
- Edpuzzle
- Gimkit
- Thinglink
- Liveworksheets

- Texts

- Classroom Instruction That Works by Robert J. Marzano
- Spanish-English Dictionary

- Teacher created practice assignments
- Authentic reading materials for comprehension exercises
- Qué chévere! 4
- Teacher-created worksheets and information
- Technology
 - Chromebooks
 - Personal Devices/Phones
 - Screencastify
 - Viewsonic / myviewboard
 - Loom

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion

Provide a brief description of how this unit addresses DE&I.

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.

WRK.K-12.P.7

Plan education and career paths aligned to personal goals.

WRK.K-12.P.8

Use technology to enhance productivity increase collaboration and communicate effectively.

WRK.K-12.P.9

Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Describe weather everyday in the beginning of each lesson. Compare the weather in my region to other overseas Spanish Speaking Countries	
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	