

Course: *Spanish Communications 2 MOD*
Unit #4: *What is art? (¿Qué es el arte?)*

Year of Implementation: 2022-2023

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:**

- **Content Standards**

- Interpretive (A)

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages that they hear, view, and read in predictable culturally authentic materials.

- Interpersonal (B)

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

Presentational (C)

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

<https://www.state.nj.us/education/cccs/2020/>

○ **21st Century Life & Career Standards**

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

○ **English Companion Standards**

- List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 9-12. English Companion Standards are required only in these subject/content areas.
- Grade 9-10 Companion Standards:
<https://www.state.nj.us/education/cccs/2016/ela/CompanionG0910.pdf>
- Grade 11-12 Companion Standards:
<https://www.state.nj.us/education/cccs/2016/ela/CompanionG1112.pdf>

- **Interdisciplinary Content Standards**

- 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
- 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation
- 1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
- 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.
<https://www.nj.gov/education/cccs/2020/2020%20NJSL-S-VPA.pdf>

- **NJ Statutes:** (Please cut/paste the following NJ statutes. This way a new teacher (or veteran) reading each curriculum unit understands the State law/mandate to include such information in their lesson design and instruction aligned to the curriculum.)

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Transfer Goal: Students will be able to independently use their learning to communicate with others about artists and artistic styles in order to establish cultural connections in a diverse society.

As aligned with LRHSD Long Term Learning Goals, students will be able to:

- communicate effectively in more than one language in a variety of situations and for multiple purposes
- demonstrate cultural awareness based on understanding of and respect for other cultures, past and present
- make connections with other disciplines by applying learning from language class to relevant situations in other classes
- use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

Enduring Understandings

Students will understand that. . .

EU 1

- artists are inspired by the world around them.

EU 2

- art means different things to different people.

Essential Questions

EQ 1

- Why do artists care about the environment in which they work?
- How do life experiences impact an artist's work?

EQ 2:

- What is art?
- Why do specific kinds of art appeal to us?

	<ul style="list-style-type: none"> • Why is one person's trash another person's treasure?
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the names of various artistic styles • biographical details and artistic styles of artists such as El Greco, Diego Velázquez, Francisco de Goya, Pablo Picasso, Salvador Dalí, Diego Rivera and Frida Kahlo • the masterpieces of the aforementioned artists <p><i>EU 2</i></p> <ul style="list-style-type: none"> • the definition of subjectivity and interpretation. • that disagreements about art are acceptable and can be debated in a variety of different ways. 	<p><u>Skills</u> Students will be able to. . .</p> <p><i>EQ 1</i></p> <ul style="list-style-type: none"> • Identify the biographical details of the indicated artists. • Describe the artistic styles of the indicated artists. • Recognize the masterpieces of the indicated artists. • Compare the artists' styles to one another and how they influence each other. <p><i>EQ 2</i></p> <ul style="list-style-type: none"> • Interpret the meaning of various works of these artists. • Critique the various works of these artists. • Debate their interpretations of these works.
<p>Stage Two - Assessment</p>	
<p>Stage Three - Instruction</p>	

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Google “drag and drop” matching works of art to artists (A, EU 1)
- Pear Deck presentation to introduce the artists and their masterpieces. (A, EU 1, 2)
- Watch a biographical movie or documentary about any of the selected artists and complete guided notes. (A, EU 1, 2)
- Take a test on the biographical facts and styles of the selected artists. (A, EU 1)
- Take a quiz on matching the works to the correct artist. (A, EU 1)
- Web based escape rooms based on different Hispanic artists discussed (A, EU 1)
- Discuss how a selected work might look from the opposite gender’s perspective. (A, M EU 2)
- Webquests including biographical facts about the artists selected. (A, EU 1)
- Appraise and evaluate the limits of my knowledge about art. (A, EU 1,2)
- To introduce the lesson, show students a picture prompt of a work of art. Ask them to identify/explain it by artist/or by country of origin and justify their answers. (A, M, EU 1, 2)
- Take a photo recreating a famous painting by one of the famous Hispanic artists discussed in class. Only items you already own are allowed! (A, M EU 1, 2)
- At the beginning of the unit, have students list what they know, think they know and want to know about Spanish artists or art. At the end of the unit, have students revisit their list and reflect if they were correct and incorrect and why. (A, M, EU)
- Have students summarize a work of art in one sentence incorporating all of who, what, when, where, why and how creatively. (A, M, EU1,2)
- Students create an acrostic using an artist’s name. (M, EU 1)
- Infer what a selected artist was trying to make us see or feel. (M, EU 2)
- Paired verbal fluency where students discuss their likes and dislikes about a selected artist and his or her works. (M, EU 1, 2)
- Create an original work of art using techniques and styles related to the artists. (M,T EU 1, 2)
- Visit the school’s Student Art Show and write an interpretation of a selected work of their choice. Compare the work with one of the works studied in class. (T, EU1)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Who was here first? (¿Quién estaba aquí primero?)	30
2	Where do I live? (¿Dónde vivo?)	60
3	What am I going to eat? (¿Qué voy a comer?)	60
4	What is art? (¿Qué es el arte?)	30

Instructional Materials

See Appendix.

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.