## Unit Audit for Transitioning to the Revised NYS World Language Standards

**Proficiency Target:** Checkpoint C - Intermediate Mid  
**Course:** Spanish IV  
**Unit Number:** 4

**Unit Title:** Artists of Spain

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<th>Standard</th>
<th>Language Functions</th>
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| Standard 1: Interpretive Communication | ☒ Understand  
☑ Interpret  
☐ Analyze | Interpret /Describe Images in short videos, lectures of well-known Spanish artists in chronological order | Comprehension questions on videos & infographics | - Spend more time on analyzing the purpose of the art as well as its genre. (from Altamira to "street art") |
| Standard 2: Interpersonal Communication | ☒ Exchange Information  
☐ Express Feelings  
☑ Express Preferences  
☐ Express Opinions | Informal questions in class discussion formats  
Gallery walk pair conversations | Little formal assessment of interpersonal communications | - Include more opportunities for pair conversations - additional focus on level up to strings of sentences.  
- Scaffold conversation with "chat mat" to target giving reasons for preferences and opinions |
| Standard 3: Presentational Communication | ☒ Describe  
☐ Inform  
☑ Narrate  
☐ Explain  
☐ Persuade | Describe works of art.  
Blabberize task making works of art come to life.  
Stick puppet role play | Essay describing and giving opinion of one favorite work of art  
Draw self-portrait and explain to classmates | - Consider focus on audience for presentational tasks - gallery guides targeted to get young people interested in art |
| Standard 4: Cultural Perspectives | ☒ Identify  
☑ Describe  
☐ Explain | Identify works, artists, schools of art | Content questions about works, artists and schools of art on unit test. | - Also explore the audience for the art works studied, and representation in museums |
| Standard 5: Cultural Comparisons | ☐ Identify comparisons  
☐ Describe comparisons  
☐ Explain comparisons | No purposeful inclusion | | Include tasks comparing genres, artists between and among periods |
<table>
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<tr>
<th>Additional Considerations</th>
<th>Gaps and Goals</th>
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<tr>
<td>□ Does the unit use rich and up-to-date authentic resources?</td>
<td>- Purposefully develop the theme of art as a vehicle for social protest - expanding on Guernica lessons with Botero's Abu Greb series and other examples</td>
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<td>□ Do the images and resources show diverse cultural representation?</td>
<td>- Expand representation to include Rivera, Kahlo, Botero, Torres-Garcia, &quot;Street Art&quot; and look for more women artists.</td>
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<td>□ Do assessments align with objectives driven by language functions?</td>
<td>- Develop an inquiry question related to purpose of artistic production</td>
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<td>□ Does the unit theme engage students by integrating multiple topics?</td>
<td>- More intentionally consider integration of other topics including Identity, Family and Social Relationships, and Social Justice and Human Rights</td>
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