



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*

Standard	Language Functions	Instructional Tasks	Assessments	Gaps and Goals
Standard 1: Interpretive Communication	<input checked="" type="checkbox"/> Understand <input checked="" type="checkbox"/> Interpret <input type="checkbox"/> 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	<input type="checkbox"/> Exchange Information <input type="checkbox"/> Express Feelings <input checked="" type="checkbox"/> Express Preferences <input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> Describe <input type="checkbox"/> Inform <input checked="" type="checkbox"/> Narrate <input type="checkbox"/> Explain <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Identify <input checked="" type="checkbox"/> Describe <input type="checkbox"/> 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	<input type="checkbox"/> Identify comparisons <input type="checkbox"/> Describe comparisons <input type="checkbox"/> Explain comparisons	No purposeful inclusion		Include tasks comparing genres, artists between and among periods

Additional Considerations	Gaps and Goals
<ul style="list-style-type: none">□ Does the unit use rich and up-to-date authentic resources?□ Do the images and resources show diverse cultural representation?□ Do assessments align with objectives driven by language functions?□ Does the unit theme engage students by integrating multiple topics?	<ul style="list-style-type: none">- 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- Expand representation to include Rivera, Kahlo, Botero, Torres-Garcia, "Street Art" and look for more women artists.- Develop an inquiry question related to purpose of artistic production- More intentionally consider integration of other topics including Identity, Family and Social Relationships, and Social Justice and Human Rights