

Course Title – Spanish V	
Implement start year – 2016-2017	
Revision Committee Members, email, extension – Adriana Rodenhouser x2337, Jim Spicer x8229 , Gerianne Williams x8914	
Unit 3, topic –Social and Political commentary through creative expression	
Transfer Goal – Students will be able to Identify the subtle messages behind censored artistic expression.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm)</p> <p style="text-align: center;">Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)</p> <p>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, 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.</p> <p>A. Interpretive B. Interpersonal C. Presentational</p>	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <p><input checked="" type="checkbox"/>_x_ Global Awareness <input checked="" type="checkbox"/>_x_ Financial, Economic, Business and Entrepreneurial Literacy <input checked="" type="checkbox"/>_x_ Civic Literacy <input type="checkbox"/>_ Health Literacy <input type="checkbox"/>_ Environmental Literacy</p> <hr/> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i> <input type="checkbox"/>_ Creativity and Innovation <input checked="" type="checkbox"/>_x_ Critical Thinking and Problem Solving <input checked="" type="checkbox"/>_x_ Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input type="checkbox"/>_ Information Literacy <input type="checkbox"/>_ Media Literacy <input type="checkbox"/>_ ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i></p>

	<ul style="list-style-type: none"> ___ Flexibility and Adaptability ___ Initiative and Self-Direction ___ Social and Cross-Cultural Skills ___ Productivity and Accountability ___ Leadership and Responsibility
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the political situation of a country can affect self-expression <p><i>EU 2</i></p> <ul style="list-style-type: none"> • political and/or social criticism is often disguised through artistic expression. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • iconic art can be a reaction to censorship and political oppression. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How can a political regime influence people to go against their beliefs? • How can politics keep people from expressing their true selves? • What role if any does fear play in our relation to the government? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Why do artists feel compelled to disguise messages through art? • In what ways can creative expression be disguised criticism? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • What is the relationship between oppression and expression of opinions? • What makes a piece of art timeless? • What works of art in our country speak to the people?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • that many people in Hispanic countries cannot freely express their opinions. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • some of the ways in which artists have disguised political statements within their creative works. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • some of the hardships that people have endured under various political regimes that inspired self-expression through art. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • give examples of specific Hispanic countries where expression is inhibited. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • cite examples of works which have disguised political statements. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • describe types of hardships the people endured. • identify specific works of art which work as disguised self-expression. • identify creative works within various genres which serve this purpose.

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

- 1) You are a tour guide at an art museum. Students will take turn presenting various works of art. You will field questions from the group about various aspects of these paintings. Clearly answer their questions while providing additional pertinent information. The class serves as the audience while one student at a time will play the role of tour guide. (EU 2, EU3)
- 2) You are a college student in a course entitled “Art as Political Expression.” You must research a Hispanic creative work of protest that is veiled in nature due to existing social and political constraints regarding self-expression at the time of its creation. This work will be done in written form and will be orally presented to the class. (EU 1)
- 3) You are an artist in a country with restrictive laws on personal expression. Create a work of art and explain why it was created in relation to events in that Hispanic country. (EU1 , EU2, EU3)

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- activators and summarizers
- reaction piece to **“Is Cuban art inhibited by censorship?”**
- integration of essential grammar and vocabulary in related unit activities.
- class debates and discussions related to various political regimes in Latin America.
- creative writing assignment relating to freedom of expression.
- Examples of propaganda and anti-establishment art.

Stage 3 – 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.*

- Students will read the story “Dos palabras” (A)
- Students will answer comprehension questions based on Dos palabras(A)
- Students will create a graphic organizer depicting societal expectations for both main characters in Dos palabras. (M)
- Students will examine the decisions made by characters from Dos palabras the motivations behind them. (M)
- Students will discuss facts about various political regimes. (A)
- Students will engage in pro-establishment vs an anti-establishment debate. (T)
- Students will view the film “**Is Cuban art inhibited by censorship?**” (A)
- Students will answer thematic questions based on the video “Is Cuban art inhibited by censorship?” (A/M)
- Students will create a propaganda poster that reflects a political regime. (T)
- Students will discuss the symbolism of an iconic work of protest art (M/T)

Materials:

Story: “**Dos palabras**” (Album 2005)

Video : “**Is Cuban art inhibited by censorship?**” (PBS – available on PBS website)