

## Spanish 4

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### essential understanding

In this lesson, you will learn to talk about art and music and ask and answer questions about your classmate's interests in art or music and if they play an instrument. Also, you will learn to talk about art and music, talk about events that will have happened at a certain time in the future. You will use the following vocabulary and structures: words and expressions about art and music, future perfect and the conditional perfect, and probability.



“El que lee mucho y anda mucho, ve mucho y sabe mucho.” ~ Miguel de Cervantes Saavedra.

## overview

This unit is designed for you to learn and explore about art and music from the Spanish world. You will talk about events that are going to happen in and outside of the community that involve art and music. In this unit, you will boost listening skills through videos, audio, and dictations, all in Spanish. Speaking skills increase through discussion, role play, and questions following each reading of articles and short stories. Writing skills are addressed with daily grammar exercises, comprehension questions, and paragraphs written as literacy responses to required reading. Comprehension skills are practiced by summarizing, completing exercises, developing graphic organizers, historical timelines as well as other visual aids.

The goal is to help you to become lifelong learners and users of the foreign language and expand your social dimension by working in pairs and small groups. Spanish notebook are required and a part of your assessment.

The Spanish notebook should include:

- Reading guides to the articles and short stories
- Notes taken in class
- Assessments

## Guiding question 1:

How do I use the Future Perfect and Conditional Perfect in Spanish?

**Lessons: Bring your Spanish notebook to all the lessons and be ready to take notes.**

\_\_\_\_\_ Lesson 1: Future Perfect

\_\_\_\_\_ Lesson 2: Conditional perfect

\_\_\_\_\_ Lesson 3: Probability

**Individual work: Week of January 24th— Feb 1st**

\_\_\_\_\_ **Thursday, Jan 24th & Friday, Jan 25th**

- Lesson on music
- Music Vocabulary (see page 182)
- Discuss different types of music in the Spanish world
- Pick a type of music you like and present in class. You can create a Spanish song of your choice, translate, sing, dance, or make a video.

### \_\_\_\_ Monday, Jan 28th & Tuesday, Jan 29th

- Daily Warm up: In your Cuaderno
- Present your music of your choice
- Exercise 1 pg. 185: Choose the appropriate answers to the questions
- Exercise 3 pg. 185: Give the definition or the equivalent

### Thursday, Jan 31st & Friday, Jan Feb 1st

- Daily Warm up: In your Cuaderno
- Read Pg.187 and pay attention to how the lesson vocabulary is used in the magazine Maria Elena is reading.
- Page 188, Exercise 7 & 8: Answer questions about the article and talk about the art and music you like
- Spelling game on words and terms related to music

### **Group work: Week of Feb 4th—Feb 8th. Groups of 3 people, complete the following:**

- Lesson on Art Vocabulary

\_\_\_\_ Play the role of an instructor who is planning an art lesson for an elementary school classroom. Talk about the materials you will need, what you are going to teach the children and how you are going to awaken the love of art in them. Present a 10 minutes lesson to the class, which includes the activity you will be leading.

\_\_\_\_ Create Art piece inspired in any Hispanic painter. For example, Picasso, Diego Rivera, or Frida Kahlo (see handout for guidelines)

\_\_\_\_ Find a Spanish language song from a popular Spanish singer and translate it. Share the meaning of the song in class. You can do this by doing a dramatic interpretation, taking on the roles of different characters in a song, acting out what is happening in real-time, creating a skit or even making a music video. Be prepared to share in class.

### Thursday, Feb 7th & Friday, Feb 8th

- Daily Warm up: In your Cuaderno

- End of Class: Group presentations
- Check in cuadernos

## Individual work: Week of Feb 11th—Feb 15th

### \_\_\_ Monday, Feb 11th & Tuesday, Feb 12th

- Daily Warm up: In your Cuaderno
- **Lesson:** Grammar lesson on Future perfect. Place your lesson information in your Spanish notebook and choose a way to demonstrate how you will learn and study the lesson (Example: Create flashcards, create a conversation using future perfect with a classmate, or create a conjugation chart).
- Demonstrate in front of the class how you learned Future Perfect.
- Future Perfect Spanish card game

### \_\_\_ Tuesday, Feb 14th & Friday, Feb 15th

- Daily Warm up: In your Cuaderno
- Reading: during the read aloud, underline Future Perfect verbs
- Activity: Fill in the blank with the correct Future Perfect
- Future Perfect Tense board game

## Group work: Week of February 25th—March 1st

**Groups of 3 people, complete the following:**

\_\_\_ **TV Predictions:** Watch the first half of a program in Spanish and then make predictions as to what will happen by the end of the show.

\_\_\_ **Classmate predictions:** On several small slips of paper, write anonymous predictions about your classmates' futures using Future perfect.

\_\_\_ **What will the world be like in 100 years?** What will have happened by then? In your groups, discuss what changes you think will have happened in 100 years. Make sure to practice using the future perfect in your sentences.

\*Be prepared to share 1 prediction about each member of your group\*.

## Assessment:

### Part 1

Project: **Have you heard the expression ‘Five Year Plan’?**

Create a 5-year plan of your own. Once your plans are finished, share with the class where you will be in five years and what steps you need to take to get there. All descriptions must be in Spanish in the Future Perfect tense.

### Part II

a) Spelling & vocabulary quiz on music vocabulary

b) Write a letter to your best friend about what you learned in class about music. Make sure use the future and the conditional perfect in your letter to your friend.