

Unit 04: Honors - Indigenous peoples

Content Area: **World Languages**
Course(s): **Spanish IV H**
Time Period: **Marking Period 3**
Length: **4 weeks**
Status: **Published**

Unit Introduction

Students use the target language in the three modes of communication to explore the treatment of indigenous peoples in the the target culture.

Interpretive:

Comprehend spoken or written language about the cultural context for treatment of indigenous peoples based on familiar and unfamiliar vocabulary and learned grammatical structures.

Interpersonal:

Initiate, sustain, and conclude conversations (written or oral) about treatment of indigenous peoples based on familiar and unfamiliar vocabulary and learned grammatical structures.

Presentational:

Present ideas (written or oral) analyzing treatment of indigenous peoples, using familiar vocabulary and learned grammatical structures

Standards

FL.6-12.7.1.IL.A.A.1	Identify the main idea and some supporting details when reading.
FL.6-12.7.1.IL.A.A.3	Infer the meaning of some unfamiliar words when used in familiar contexts.
FL.6-12.7.1.IL.A.C	The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
FL.6-12.7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
FL.6-12.7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
FL.6-12.7.1.IL.B.A.2.4	Give reasons.
FL.6-12.7.1.IL.C.5	Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

Essential Questions

How do various cultures influence each other?

What is the relationship of a subpopulation to the dominant population?

What factors cause cultural changes?

Content/Skills

Thematic reading

- “La Yaqui hermosa” –Amado Nervo
- “Manuel” – Pedro Villa Fernández

Grammar

- The personal “a”
- Preterite
- Uses of the preterite vs the imperfect.
- Por y para
- Perfect tenses