Unit 06: Honors - Liberty

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

Unit Introduction

Students use the target language in the three modes of communication to explore the idea of freedom in the target culture(s).

Interpretive:

Comprehend spoken or written language about the cultural context for liberty and freedom based on familiar and unfamiliar vocabulary and learned grammatical structures.

Interpersonal:

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

Presentational:

Present ideas (written or oral) analyzing the idea of freedom, using familiar vocabulary and learned grammatical structures

Standards

FL.6-12.7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.
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.B.A.2.7	Express an opinion and preference.

Essential Questions

What is freedom?
Should freedom have limitations?
How important is an individual to change?

Content/Skills

Thematic reading

- "Una esperanza" –Amado Nervo
- "Mejor que perros" – José Mancisidor

Grammar

- Imperfect subjunctive
- Uses of the imperfect subjunctive