

# Unit 08: Honors - Popular Art

Content Area: **World Languages**  
Course(s): **Spanish IV H**  
Time Period: **Marking Period 2**  
Length: **2 weeks**  
Status: **Published**

## Unit Introduction

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

### Interpretive:

Comprehend spoken or written language about the cultural context of popular art based on familiar and unfamiliar vocabulary and learned grammatical structures.

### Interpersonal:

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

### Presentational:

Present ideas (written or oral) analyzing popular, using familiar vocabulary and learned grammatical structures

## Standards

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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.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.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

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How does popular differ in various cultures?

What is the role of popular in society?  
How does popular art reflect culture?

## **Content/Skills**

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### **Thematic reading**

- Molas by the Cuna Indians
- Mexican masks
- Painted carts of Sarchí, Costa Rica