



Grade 8 Spanish - Unit 3 - Imperfect/Childhood Memories

Unit Focus

What were you like when you were a kid? What did you used to play with? Where did you go? What were you like?

In this third unit of eighth grade, students will reflect on their own childhoods. The imperfect is the tense used to reflect on these past events, and this new grammatical concept will be supported through the lenses of childhood.

At the culmination, students will be sharing an audio recording of their childhood memories while including those of their classmates to compare and/or contrast to their own.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
ACTFL World Readiness Standards for Learning Languages - Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1) - Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C. 1.2) - Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (C.1.3) Madison Public Schools Profile of a Graduate - Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2)	<i>Students will be able to independently use their learning to...</i> T1 Initiate communication on and respond effectively to a given topic based on interactions/exchanges. T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure) T3 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication) U2 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)	<i>Students will keep considering...</i> Q1 What am I trying to say and how do I say it? Q2 How do I tell my story (childhood)? Q3 What does the source or text say? What does it mean?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Imperfect tense - AR, ER and IR verbs K2 Irregular verbs in the imperfect tense (ser, ir, ver) K3 Vocabulary related to childhood (personalized based on student childhood memories)	<i>Students will be skilled at...</i> S1 Using the imperfect tense to describe their childhood S2 Using the imperfect tense to talk about repeated and habitual actions in the past S3 Comparing and contrasting childhood experiences to others in the classroom