Grade 8 Spanish - Unit 4 - Bianca Nieves

Unit Focus

In this fourth unit of eighth grade, students will explore the culture of bullfighting through the novel Bianca Nieves y los 7 Toritos. This unit goes into detail about the differences between the preterite and imperfect tense and how they are applied when describing the past.

The unit will conclude with students creating a presentation of a selected script from the novel. Students are supporting the spoken modality by remaining in the target language, and showing their understanding of the text with clear, emotion, and intonation in their speech.

Stage 1: Desired Results - Key Understandings

Standard(s)

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)
- Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (C.4.2)

Madison Public Schools Profile of a Graduate

- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)
- Self-Awareness: Examining current performance critically to identify steps/ strategies to persist. (POG.4.1)

Transfer

Students will be able to independently use their learning to...

T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.
T2 Initiate communication on and respond effectively to a given topic based on interactions/exchanges.
T3 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)

Meaning

Understanding(s)

Students will understand that...

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)
U3 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)

Essential Question(s)

Students will keep considering...

Q1 What does the source or text say? What does it mean?
Q2 How do I make sense of what I read if I don't understand every word?
Q3 What am I trying to say and how do I say it?

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Review - formation of the imperfect tense
K2 Main ideas and themes in the novel
K3 Cultural knowledge of bullfighting in Spain
K4 High frequency words related to the novel and/or bullfighting.

Skill(s)

Students will be skilled at...

S1 Reading and interpreting texts
S2 Demonstrating listening comprehension of texts
S3 Deciding between using the present, preterite and imperfect tenses in context