



## Grade 8 Spanish B - Unit 1 - Los deportes (Sports)

### Unit Focus

Students will explore the sports world by talking about their favorite sports as well as what they play. Students will have the opportunity to read about famous Hispanic athletes as well as watch a movie about a Mexican little league team. At the end of the unit students will explore the life of a famous athlete. They will research an athlete of their choice and personify the athlete for their classmates.

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p><b>World Readiness Standards for Learning Languages</b>  <i>World-Readiness Standards for Learning Languages (All)</i>  <b>C.1 COMMUNICATION</b> - <i>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</i></p> <ul style="list-style-type: none"> <li>• C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions</li> <li>• C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics</li> <li>• C.1.3 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</li> </ul> <p><b>C.2 CULTURES</b> - <i>Interact with cultural competence and understanding</i></p> <ul style="list-style-type: none"> <li>• C.2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</li> </ul> <p><b>C.4 COMPARISONS</b> - <i>Develop insight into the nature of language and culture in order to interact with cultural competence</i></p> <ul style="list-style-type: none"> <li>• C.4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</li> </ul>	T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.	
	T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>U1 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication)</p> <p>U2 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)</p>	<p>Q1 What am I trying to say and how do I say it?</p> <p>Q2 Is what I'm saying understood?</p> <p>Q3 How do I communicate about sports?</p> <p>Q4 How do I make sense of what I'm reading/watching if I don't understand every word?</p>
	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
	<p>K1 Sports Vocabulary</p> <p>K2 Present Tense (AR verbs)</p> <p>K3 Present Tense (stem changing AR verbs)</p> <p>K4 The verb SER</p> <p>K5 Subject Pronouns</p>	<p>S1 Expressing present actions in context</p> <p>S2 Reading and interpreting texts at the intermediate level.</p> <p>S3 Watching and interpreting videos at the intermediate level.</p> <p>S4 Using the correct sports vocabulary in context</p>

## STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

### **Student Growth and Development 21st Century Capacities Matrix**

#### *Collaboration/Communication*

- Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding.