



## Grade 8 Spanish B - Unit 4 - La corrida de toros (Bullfight)

### Unit Focus

Ole! Students will explore the culture of bullfighting through various activities. They will engage in activities that familiarize them with the pros and cons of bullfighting. Throughout the unit, students will apply the preterite AR verbs when referring to the past. In addition students will read articles about bullfighting as well as a chapter from a novel about a famous "torero" and his family. The unit will conclude with a debate about whether or not bullfighting should be permitted in Spain.

### 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 - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</b></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 - Interact with cultural competence and understanding</b></p> <ul style="list-style-type: none"> <li>• C.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> </ul> <p><b>C.3 CONNECTIONS - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations</b></p> <ul style="list-style-type: none"> <li>• C.3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems</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
	U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)	Q1 What am I trying to say and how do I say it?
	U2 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.	Q2 How do cultural products and practices reflect the beliefs and values of a people?
U3 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication)	Q3 How do I make sense of what I'm reading if I don't understand every word?	
ACQUISITION OF KNOWLEDGE AND SKILL		
KNOWLEDGE	SKILLS	
K1 Conjugations of AR verbs in the preterite	S1 Reading and interpreting texts at the intermediate level	
K2 Main ideas and themes in chapter 6 of the novel, <i>Biancanieves y los 7 toritos</i>	S2 Using complex language and cultural information to defend their opinion of Bullfighting.	
K3 Cultural knowledge of bullfighting in Spain	S3 Using the preterite tense to communicate in context about the past	
K4 High frequency words related to bullfighting and the novel, <i>Biancanieves y los 7 toritos</i>	S4 Using the correct vocabulary when talking about	

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

<p>creatively.</p> <p><b>Student Growth and Development 21st Century Capacities Matrix</b></p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"><li>• Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose.</li></ul> <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"><li>• Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.</li></ul>	<p>K5 The main arguments used by those in favor and against bullfighting.</p>	<p>bullfighting.</p>
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