## Spanish Communication 2 Modified

[Implement start year (2013-2014)]

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Unit #5  Topic: Let’s go shopping!

### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goals</th>
<th>21st Century Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 NJCCC Standard(s), Strand(s)/CPI #</td>
<td>(<a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a>)</td>
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<tr>
<td>(<a href="https://www13.state.nj.us/NJCCCS/">https://www13.state.nj.us/NJCCCS/</a>)</td>
<td></td>
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</tbody>
</table>

#### 7.1 World Languages
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

#### 21st Century Themes

- X_ Global Awareness
- ___Financial, Economic, Business and
- ___Entrepreneurial Literacy
- ___Civic Literacy
- ___Health Literacy
- ___Environmental Literacy

#### 21st Century Skills

**Learning and Innovation Skills:**
- X_Creativity and Innovation
- ___Critical Thinking and Problem Solving
- X_Communication and Collaboration

**Information, Media and Technology Skills:**
- X_Information Literacy
- ___Media Literacy
- ___ICT (Information, Communications and Technology) Literacy

**Life and Career Skills:**
- ___Flexibility and Adaptability
- ___Initiative and Self-Direction
- X_Social and Cross-Cultural Skills
- ___Productivity and Accountability
- ___Leadership and Responsibility

LRHSD (2011) Adapted from **ASCD © 2004**
<table>
<thead>
<tr>
<th><strong>Enduring Understandings:</strong></th>
<th><strong>Essential Questions:</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>Students will understand that . . .</strong></td>
<td><strong>EU 1</strong></td>
</tr>
<tr>
<td><strong>EU 1</strong> How one dresses, is a form of cultural expression.</td>
<td>• What might happen if everyone wore the same clothing and accessories?</td>
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<tr>
<td><strong>EU 2</strong> Price influences purchases.</td>
<td>• What are different points of view about shopping?</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>Knowledge:</strong></th>
<th><strong>Skills:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will know . . .</strong></td>
<td><strong>Students will be able to . . .</strong></td>
</tr>
<tr>
<td><strong>EU 1</strong></td>
<td><strong>EU 1</strong></td>
</tr>
<tr>
<td>• Clothing vocabulary (dress, pants, shoes, etc.)</td>
<td>• Identify articles of clothing.</td>
</tr>
<tr>
<td>• Accessories (necklace, purse, watch, etc.)</td>
<td>• Identify accessories.</td>
</tr>
<tr>
<td>• Places to shop (department store, internet, etc.)</td>
<td>• Choose appropriate places to shop for an item.</td>
</tr>
<tr>
<td>• Phrases to use when shopping</td>
<td>• Interact with a salesperson in order to buy clothing and accessories.</td>
</tr>
<tr>
<td><strong>EU 2</strong></td>
<td><strong>EU 2</strong></td>
</tr>
<tr>
<td>• #’s 101 – 1,000</td>
<td>• Express the price of an item.</td>
</tr>
<tr>
<td>• Conversion of foreign currency to U.S. dollars, vice versa</td>
<td>• Convert U.S. dollars to foreign currency, vice versa</td>
</tr>
</tbody>
</table>
Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** Each unit must have at least 1 Performance Task. Consider the GRASPS form.

Students will independently be able to shop for items in a store. It is Back to School time and you want to buy an outfit for the first day of school. You have 1,000 pesos to spend. One student will be the salesperson and the other will be the customer. The salesperson will help the customer choose items for a complete outfit. They need to discuss different clothing and accessory options, colors and prices. Students will be evaluated on their ability to discuss options and complete the transaction.

**Other Recommended Evidence:** Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.

- Take a comprehensive test identifying clothing, accessories and colors.
- Take a comprehensive test on numbers.
- Using picture prompts of clothing and accessories, describe the colors and cost of the items.
- Discuss how a person’s perspective plays a role in the shopping experience.
Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

- Make flashcards with clothing, accessories and numbers on one side and the Spanish word on the reverse side. Use flashcards to do activities such as Inner Outer Circle, partner practice, etc.  (A)
- Write sentences saying what clothing you will wear in different situations (Realidades 1B: text pg. 162 activity 6). (A)
- You want to apply for a job at a department store. They need someone who understands Spanish to interpret the online orders that come in. Read the entries to see if you can tell them the description of the item ordered, the color, and the price (Realidades 1B: text 183 activity 3). (A)
- You are going shopping and are speaking to a salesperson. With another student, ask and answer about 5 articles of clothing (Realidades 1B: text pg. 164 activity 10). (A, M)
- You and your friend are going shopping. With another student, discuss the prices of different articles of clothing (Realidades 1B: text pg. 165 activity 13). (A)
- The teacher will hold up pictures of clothing and accessories. Students will have to guess the cost of the items. (A, M)
- Using a list of types of stores, name an example of this type of store in your community and what items are sold there (Realidades 1B: text pg. 192 activity 7). (A)
- Have students create a fashion show. Some students will model the clothing and accessories and the other students will be the commentators. They need to say the clothing and accessory items, colors of the items and their cost. (A, M)
- You got a gift certificate from your favorite clothing store for your birthday. Describe the items you would like to buy to your best friend (Realidades 1B: text pg. 183 activity 2). (T)