

# Unit 4:Shopping

Content Area: **World Language**  
Course(s): **Spanish II**  
Time Period: **October**  
Length: **2 weeks**  
Status: **Published**

## Unit Overview

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Learning to communicate in a foreign language is a necessary skill for intermediate learners and involves learning how to shop for food and clothing. Students will ask for sizes and quantities as well as ask for prices. Students will talk about shopping practices in Spanish speaking countries. Students will also be able to differentiate between the use of the preterite and the imperfect.

## Essential Questions

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- How do I develop communicative competence?
- How do I know that I am getting better in using language in real-world situations?
- What strategies do I need to communicate in linguistically and culturally appropriate ways?
- When does accuracy matter?
- How does the content of the world languages classroom help me understand who I am and the world in which I live?
- How does content help me respond to important questions that extend my learning beyond the classroom?
- Why do people from different cultures sometimes say, write and do things differently from the way I do them?
- How is language a product of culture?
- How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?
- What role does stereotyping play in forming and sustaining prejudices about other cultures?

## Enduring Understandings

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- Successful communication is knowing how, when and why to convey a message to different audiences.
- Language learning involves acquiring strategies to fill communication gaps
- The content of the world languages classroom encompasses the entire learning experience
- Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.
- Cultural perspectives are gained by using the language and through experience with its products and practices and members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs

## **Standards/Indicators/Student Learning Objectives (SLOs):**

- Identify words/phrases, key points, and main idea(s) in target language age- and level-appropriate culturally authentic materials as found in electronic information sources and other texts.
- Ask and respond to questions about target culture by recombining words/phrases using digital tools and face-to-face communication in the target language.
- Ask and respond to questions using digital tools and face-to-face communication in the target language.
- Produce written texts and oral presentations
- Skim and scan target language culturally authentic audio, video, or written text from electronic information sources
- Ask and respond to memorized questions
- Imitate and incorporate appropriate intonation for asking different types of questions
- Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.
- Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s).
- Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities
- Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities.

WL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
WL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
WL.NH.7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
WL.NH.7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
WL.NH.7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
WL.NH.7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
WL.NH.7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
WL.NH.7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
WL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
WL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.

WL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
WL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
WL.NH.7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

### **Lesson Titles:**

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- Introduction to vocabulary 1: *La Tienda de Ropa para Caballeros*
- Grammar Review: Imperfect Tense
- Grammar Review: Preterite Tense
- Grammar Introduction: Preterite vs Imperfect Tense
- Introduction to vocabulary 2: *La Compra de Comestibles*
- Grammar Introduction: Querer y Creer en el pasado/ La voz pasiva con se
- Interpersonal Speaking: Going to the market
- Cultural Comparison: Mercado/Supermercado/Hipermercado
- Email Response: *Shopping practices in Spanish Speaking Countries (indigenous clothing)*

### **Career Readiness, Life Literacies, & Key Skills:**

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- Global Perspectives
- Business, Financial, Economic, & Entrepreneurship
- Information Literacy
- Life and Career Skills
- Communication and Collaboration

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

### **Inter-Disciplinary Connections**

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- English- reading/writing
- History-geography and culture
- Fine Arts

LA.RL.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

SOC.9-12.2.2.2

Cultural relativity

## **Equity Considerations**

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### **Amistad Mandate**

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**Topic:** n/a

**Materials Used:** n/a

**Addresses the Following Component of the Mandate:** n/a

### **Holocaust Mandate**

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**Topic:** n/a

**Materials Used:** n/a

**Addresses the Following Component of the Mandate:** n/a

### **LGBTQ and Disabilities Mandate**

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**Topic:** Influential LGBTQ Hispanics from Spain

- Cristóbal Balenciaga Eizaguirre was a Spanish(LGBTQ) fashion designer, and the founder of the Balenciaga fashion house.

**Materials Used:** PowerPoint Presentation, AP Temas textbook, on-line authentic resources, videos, articles, info-

graphs, and visual literacy activities and critical thinking discussion questions

### **Addresses the Following Component of the Mandate:**

- Economic .
- Political .
- Social

### **Climate Change**

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Topic: n/a

Materials Used: n/a

Addresses the Following Component of the Mandate: n/a

### **Asian American Pacific Islander Mandate**

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Topic: n/a

Materials Used: n/a

Addresses the Following Component of the Mandate: n/a

### **Summative Assessment**

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- Unit Test: including listening, speaking, reading, writing relating to the vocabulary, grammar and culture in the unit
- Inter-personal Speaking: (1-2 min) students will prepare an exchange of goods in an open air market
- Interpersonal writing 50+ words: compare the shopping habits of your family to those of a family in a Spanish-speaking country

## **Resources & Materials**

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- Textbook resources: Buen Viaje 2, Cd's, DVD
- Digital recording (voice thread/ [www.vocaroo.com](http://www.vocaroo.com) )
- Introductory Video for Unit
- Audio CD - Vocabulary and Pronunciation
- Interactive Chalkboard PowerPoint presentation with audio, video, graphics, and practice activities - Introduction to grammar and structures
- Audio CD - Listening Comprehension Activities
- Interactive Conversation CD
- [www.spanish.glencoe.com](http://www.spanish.glencoe.com) - Unit-related activities, games, quizzes
- Grammar Tutor - Grammar practice software
- Mind Jogger Video quiz
- Unit Assessment - Listening Comprehension CD
- Smartboard
- Language Lab

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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- Introduction to Unit: vocabulary through Powerpoint, DVD, Worksheet, Discussion
- Grammar : (imperfect vs. preterite verbs) discussion, note taking and practice exercises
- Vocabulary: vocabulary lists through wkbk ex.'s, stories and news articles (train station and boarding related vocabulary)
- Audio texts: listening to authentic podcasts, CD's, conversations. ( episodio 4-De tiendas)
- Short/long dialogues of native speakers(En la ventanilla - purchasing tickets at a ticket window)
- Print texts (reading authentic literature/news articles) and completing oral and written responses, authentic literature, stories, newspaper/magazine article
- Partner/Group Work: Oral, Written, Conversation (purchasing food clothes in markets, talking about what you liked to do in the past)
- Pronunciation: Listen to CD/Teacher and repeat ( vocab 1&2 food and clothing market related vocabulary)
- Review/Reinforcement Activities: Whiteboard Relay, Smartboard: Purpose Games, Quizlet, Quia, [glencoe.com](http://glencoe.com)
- Textbook Exercises: Oral and Written Responses
- Workbook: In-class and Homework Exercises
- Cultural: Authentic Text, Videos, Websites (De Compras, mercados vs supermercados, Chichicastenango-market in Guatemala)
- Delsea One
- SWAG

## Levels of Blooms

- Knowledge: Define, memorize, repeat, label, list, recall, relate
- Comprehension: Restate, express, describe, explain, discuss, review, identify, recognize, translate, interpret
- Application: Apply, use, demonstrate, practice
- Analysis: Compare, differentiate, question, examine
- Synthesis: Compose, create, formulate, organize, prepare
- Evaluation: Compare, evaluate

## DOK-Depths of Knowledge

- Level One (Recall): Define, Draw, Identify, Illustrate, Label, List, Match, Memorize, Name, Recall, Quote, Recite, Recognize, Repeat, State, Tell, Use
- Level Two (Skill/Concept): Categorize, Cause/Effect, Classify, Compare, Distinguish, Identify patterns, Infer, Interpret, Make Observations, Modify, Organize, Relate
- Level Three (Strategic Thinking): Develop a Logical Argument, Differentiate, Draw Conclusions, Explain, Hypothesize, Investigate
- Level Four (Extended Thinking): Design, Connect, Synthesize, Analyze, Create

## Formative Assessment

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- Group work- talk about a shopping experience in supermarket or clothing store
- Choral response- students answer questions about clothes and food shopping
- Exit ticket- preterite vs imperfect verbs
- Quiz- food and clothes shopping vocabulary
- Turn to partner (speaking)- role play a scene in a clothing store buying clothes or in a food store
- Oral questioning
- Written work- guided verb practice- when to use the preterite vs the imperfect verb tense
- Teacher observation

## WARM UP

- Oral review- brainstorm vocab relating to food shopping and clothes shopping
- Rapid fire questions- Where do you like to shop for food and clothes? What kinds of foods? What are some of the proper etiquette rules you should follow when shopping and asking for help?
- Video clips- grammar- ([www.studyspanish.com](http://www.studyspanish.com)) Preterite vs the imperfect verb tense
- Video clip- culture ([www.bbcmundo.com](http://www.bbcmundo.com)) Episodio 4- food and clothes shopping
- Worksheet practice
- Music

## Anticipatory Set

- Current events ([www.bbcmundo.com](http://www.bbcmundo.com))- where do people in Spanish speaking countries buy their food and clothes? Stores? open air markets?
- Podcasts ([www.notesinspanish.com](http://www.notesinspanish.com)) Spanish people and where they prefer to shop- places like El Corte Ingles in Spain
- Listen to natives talking about topic related to day ( [www.laits.com](http://www.laits.com) )

- -natives speaking about experiences shopping
- Discovery Channel short video clips relating to vocab/grammar ([www.unitedstreaming.com](http://www.unitedstreaming.com) )
- Youtube video clips (vocab/grammar)
- review of preterite and imperfect tense
- Music

#### Closure

- Exit ticket- "How do you say\_\_"
- Hot seat (rapid fire questions)-ask students questions related to food and clothes shopping
- Review of days lesson

### **Modifications**

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#### **ELL Modifications**

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- Digital translators
- Readings/literature in native language
- Alternate assignments with basic vocabulary
- Allow assignments to be written in native language until basic proficiency in English
- Bilingual Directions
- Extra time for assignments
- Allowance of support personnel
- Intentional grouping with students who can assist ELL student
- Reduce written/reading assignments-provide alternate assessments, including oral assessments
- Use of video in native language to reinforce concepts
- Manipulatives where possible
- Use visuals
- Use graphic organizer
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience.
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Delsea One
- SWAG

### **IEP & 504 Modifications**

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## **Speaking**

- Letsrecap.com (Allow student to record on their own and submit)
- 1:1 Student Speaks with Teacher only
- Alternate written assessment
- Consult with speech therapist and/or guidance counselor to prepare in advance
- Letsrecap.com/google voice-video and audio recording on their own and turn it in

## **Reading**

- Read aloud books or stories for comprehension
- Breaking larger readings into shorter segments
- Reading 1:1 (with teacher or student)
- Accompany reading with visuals
- Pre-reading Activities (may include visuals, background knowledge, cultural information, etc.)
- Providing paraphrased or modified reading materials at the student's reading level.

## **Writing**

- Use of a scribe or talk-to text
- Allow use of computer for taking notes
- Duolingo.com-student paced language practice

## **General**

- Reduce assignment requirements or break into smaller assignments
- Allow use of computer for taking notes
- Preferential seating
- Access to accurate notes/copy of teacher's notes
- Intentional grouping
- Delsea One
- SWAG

## **Testing Modifications/Accommodations**

- Allow student to correct mistakes or answer questions correctly for additional credit if failed the first test (another way to re-teach material)
- Less questions overall if the student takes so much extra time that they are going into future days (than missing instruction) to take test
- Read aloud test/ quiz assignments
- word banks, multiple choice, matching questions help when possible

## **G&T Modifications**

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- Extended listening passage and activities
- Extended reading passages with comprehension questions
- Writing activities with concentration on advanced grammar
- Speaking activities for extended periods of time
- Authentic realia activities
- Project Based Learning Activities
- Examine illustrations in textbooks and convert them into target language.
- Student led/directed discussions
- Inquiry based learning
- Modeling
- Delsea One
- SWAG

## **At Risk Modifications**

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- Hands On Activities
- Preferential Seating
- Parental Involvement
- Word Bank
- Repeat, reword, clarify directions
- Goal Setting
- Delsea One
- SWAG

## **Technology Materials and Standards**

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- Chromebooks
- Google Classroom (questions, posts, assignments, shared documents and websites, polls)
- Google Docs (Document sharing, assignments)
- Quizlet.com (Vocabulary and Grammar flashcards, learn, spell, self test, games, quizlet.live)
- www.videoele.com (videos of people food and clothing shopping)
- Glencoe.com (Textbook activities)
- Quia.com (Vocabulary/Grammar Games)
- Kahoot.it (Vocabulary/Grammar Review - Jumble and Quiz Games)
- Allpurposegames.com (Vocabulary/Grammar Review Games)
- Duolingo (Student paced Reading, Listening, Speaking, Writing Language Practice - Vocabulary enhancement)
- Screencastify (Oral projects)
- Letsrecap.com (Video recording for speaking practice and assessments)
- Youtube.com (Cultural videos, Video of the Chichicastenango market)
- Spanishlistening.org, utexas spanish proficiency (Spanish listening Activities- natives talking about their shopping experiences)

- [Studyspanish.com](http://Studyspanish.com) (Grammar Review)
- [Conjuguemos.com](http://Conjuguemos.com) (Vocabulary and Grammar Practice)
- [Wordreference.com](http://Wordreference.com) (Online Dictionary)

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.

## **Computer Science and Design Thinking Standards**

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CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.