Unit 4 - Going Shopping

Content Area: **World Languages**
Course(s): **Spanish A**
Time Period: **February**
Length: **6 Weeks**
Status: **Published**

Transfer

Enduring Understandings

Learning a different language/culture leads to greater understanding of one's own language and culture.

Language learning involves acquiring strategies to fill communication gaps.

Essential Questions

How can I become a more effective reader, writer, speaker and listener in languages other than English?

How does the language I'm studying help me to better understand my native language?

What can I already communicate in my new language?

Content

Structure:

Tener expressions

Stem-changing verbs: e -> ie

Direct object pronouns

Review noun/adjective agreement

Review gustar and nouns

Vocabulary

el centro comericial, Cuanto cuesta(n)? el dinero, el dolar, el euro, ir de compras, pagar, el precio, la tienda, la blusa, los calcetines, la camisa, la chaqueta, feo, el gorro, los jeans, llevar, Nuevo, los pantalones, los pantalones cortos, la ropa, el sombrero, el vestido, los zapatos, los colores – Amarillo, anaranjado, azul, blanco, marron, negro, rojo, verde, tener calor, tener frio, tener razon, tener suerte, la estacion, el invierno, el otono, la primavera, el verano, durante, cerrar, empezar, entender, pensar, preferir, querer

Types of shops found in typical Hispanic cities and towns

Vocabulary expressions used when making purchases

Various currencies used in Latin America and the conversion rates with the US dollar

Learning Objectives

Investigate the authentic website, “Zara” to identify and describe clothing from Spain.

Develop and ask interview questions to talk about preferences in clothing items using noun adjective agreement and gustar.

Compare and contrast clothing from Spain to the clothing from the United States orally and in writing.

Identify and describe clothing items and locations around town based on oral and written descriptions.

Listen to and comprehend the information in a Podcast describing a short conversation between a salesperson and a customer about purchasing a clothing item. Interpret and infer information given authentic Spanish clothing advertisements in the form of videos or in writing.

Read and interpret authentic digital clothing store advertisements in Spanish to infer the main ideas.

Develop commands using directional vocabulary to navigate around town. Students will either give or listen to a command orally or in writing and then respond through appropriate physical response.

Dramatize and act out a scene from the Reader's Theater to properly express intonation and idiomatic expressions in the target language.

Compose questions and interview classmates to talk about likes and dislikes of particular clothing items and stores.

Create and present a multimedia-rich presentation in the target language about clothing in a particular Spanish speaking country using Prezi, Edmoto, PowerPoint, iMovie, ToonPow, etc.

Develop and act out a skit between a salesperson and a customer in a market to ask and respond to questions and bargain in the target language.

Describe and identify vocabulary dealing with clothing in order to tell what you and others are wearing orally or in writing

Tell or retell the authentic Aesop's Unclassic Fables orally or in writing in Spanish through the use of podcasts or skits.

Navigate the internet to identify the currency used in some Spanish-speaking countries and calculate the exchange rates

Use number and foreign currency when making purchases

Convert American money into the currency of the target culture

Resources

Potential Works of Study:

1. *Avancemos*Spanish 1 by Holt McDougal 2013 p. 192-215
2. Authentic Spanish clothing catalogue from "Zara" from internet.
3. Teacher generated Podcast, giving instructions around town.
4. Currency calculator: http://www.x-rates.com/calculator.html

1. *Aesop's Un-classic Fables*in Spanish by Paula Camardella Twomey
2. Reader's Theater

Standards

WL.7.1.NH.A	Interpretive Mode
WL.7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
WL.7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
WL.7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
WL.7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
WL.7.1.NH.B	Interpersonal Mode
WL.7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities.
WL.7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
WL.7.1.NH.C	Presentational Mode
WL.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing.
WL.7.1.NH.C.3	Describe in writing people and things from the home and school environment.
WL.7.1.NH.C.4	Tell or retell stories from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NH.C.5	Tell or write about cultural products associated with the tar get culture(s) and identify how the products and practices are derived from the cultural perspectives.