

Unit 2: Spanish - Clothing and Shopping (6-8)

Content Area: **Spanish**
Course(s): **Spanish 6, Spanish 7, Spanish I**
Time Period: **Generic Time Period**
Length: **# days**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

FL.6-12.7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
FL.6-12.7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
FL.6-12.7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
FL.6-12.7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
FL.6-12.7.1.IL.A.6	Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
FL.6-12.7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
FL.6-12.7.1.IL.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.
FL.6-12.7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
FL.6-12.7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
FL.6-12.7.1.IL.C.5	Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

Essential Questions

How does learning a world language help me understand who I am and the global society in which I live?

To what extent does learning a world language promote cultural tolerance, acceptance and understanding?

Enduring Understanding

Studying other languages and cultures offers us an insight into our own.

Meaning is conveyed through phrasing, intonation, and syntax at the multiple, sequential sentence level.

Cultural perspectives (attitudes, values and beliefs) are reflected in a culture's products and social practices.

Content

Content Knowledge:

40-50 vocabulary words for clothing (grade 8)

Numbers to 1000

Colors (review 6-8)

Vocabulary words related to shopping (grade 6: 15, grade 7: 20, grade 8: 30)

When to use *Usted* (review)

How to use an online currency converter (grade 8)

About the customary wearing of uniforms in Spanish-speaking countries (grade 7)

About the custom *quinceañera*

About varied shopping locales

About the common custom of bargaining

Content Understandings:

Adjectives must agree in number and gender with the articles of clothing they modify

When shopping, Spanish speakers would use the formal *Usted*

Spanish speakers have similarities and differences in styles of dress

Currencies differ as do exchange rates in different Spanish-speaking countries

Culturally appropriate etiquette should be used when shopping

Content Skills:

Compare and contrast clothing

Create and role-play a shopping experience

Create and role-play a bargaining experience

Describe some indigenous clothing items

Use questions and answers when speaking

Understand oral and written discourse in Spanish

Resources

Paso a Paso B - Scott Foresman

Buen Viaje Level 1 - Glencoe McGraw Hill

Paso a Paso En Vivo Video - Capítulo 8

Paso a Paso.com (Internet activities)

Buen Viaje.com (Internet activities)

Quia.com (drag and drop for ActivBoard)

Indigenous clothing