Unit 3: Clothing and Shopping

Content Area: **World Language**
Course(s): **World Language 8 Spanish**
Time Period:
Length: **30 Days & Grade 8**
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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Spanish 8, GRADE 8

Unit 3 Clothing and Shopping

Belleville Board of Education

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Unit Overview

As they continue to describe themselves and their friends, they will be invited to also to describe the clothing that they and their peers are wearing. At this juncture students will be formally introduced by the vocabulary related to clothing as well as the necessary expressions. At the end of the unit the students will present a fashion show.

Vocabulary related to clothing, leisure activities (verbs phrases with to go, to do as well as infinitives), various verbs for wearing, recycle adjectives from previous unit such as words for describing people, colors and numbers, expressions “to like” “my favorite.” Recycle “to be” and “to have.”

Unit 3 Clothing and Shopping:

- Describe and explain what they and others are wearing.
- Categorize and produce climate expressions for attire.
- Ask/respond to questions of price of clothing/accessories using a store website from the target country.
- Purchasing/returning items.
- Verbs: to cost, to want(would like), to be able to (as in to be able to try on)
- Comparatives Stem-changing verbs: irregular verb “volere”
- Demonstrative adjectives (this, these, that, those)

Enduring Understanding

Enduring Understandings:

- Using pictures, movement, and acting words out can help my classmates and others understand me.
- Listening for familiar words and watching the speaker for clues will help me figure out what the speaker is saying.
- I can also figure out meaning by paying attention to pictures, titles and familiar expressions.
- I can only talk about things that I have practiced saying.
- Similar to English, I must use adjectives and other descriptors to make sure that my audience understands the message that I am trying to convey.

Essential Questions

Essential Questions:

- What will help my classmates, my teacher and others understand me better?
- How can I better understand when I do not know everything I read and hear?
- How do describe something or someone in another language when I am just starting to learn it?
- When describing my family and self, what words do I need to use?

Exit Skills

- Dialogues and exchanges about clothing
- Describe people by what they look like, what they wear and what they like to do
- Describe the clothing that they are wearing
- Use adjectives from previous unit such as words for describing people, colors and numbers, expressions “to like” “my favorite, and

- Verbs: ” Recycle “to be” and “to have.”

New Jersey Student Learning Standards (NJSLS-S)

Please find below a list of 2016 New Jersey Student Learning Standardsfor World Languages.

WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

WL.7.1.NM.C.1	Use basic information at the word and memorized - phrase level to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Interdisciplinary Connections

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SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
SOC.5-8.1.4.1	Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
SOC.5-8.1.4.2	Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

Learning Objectives

After completing Unit 3 Clothing & Shopping students will be able to:

IDENTIFY supply vocabulary and identify and utilize vocabulary for clothing and shopping; describe objects with appropriate vocabulary.

UTILIZE parts of speech with the appropriate group.

COMPOSE brief phrases related to initiating conversation including short phrases in the following:

Read, Comprehend, Analyze, and Critique written text and oral Languages.

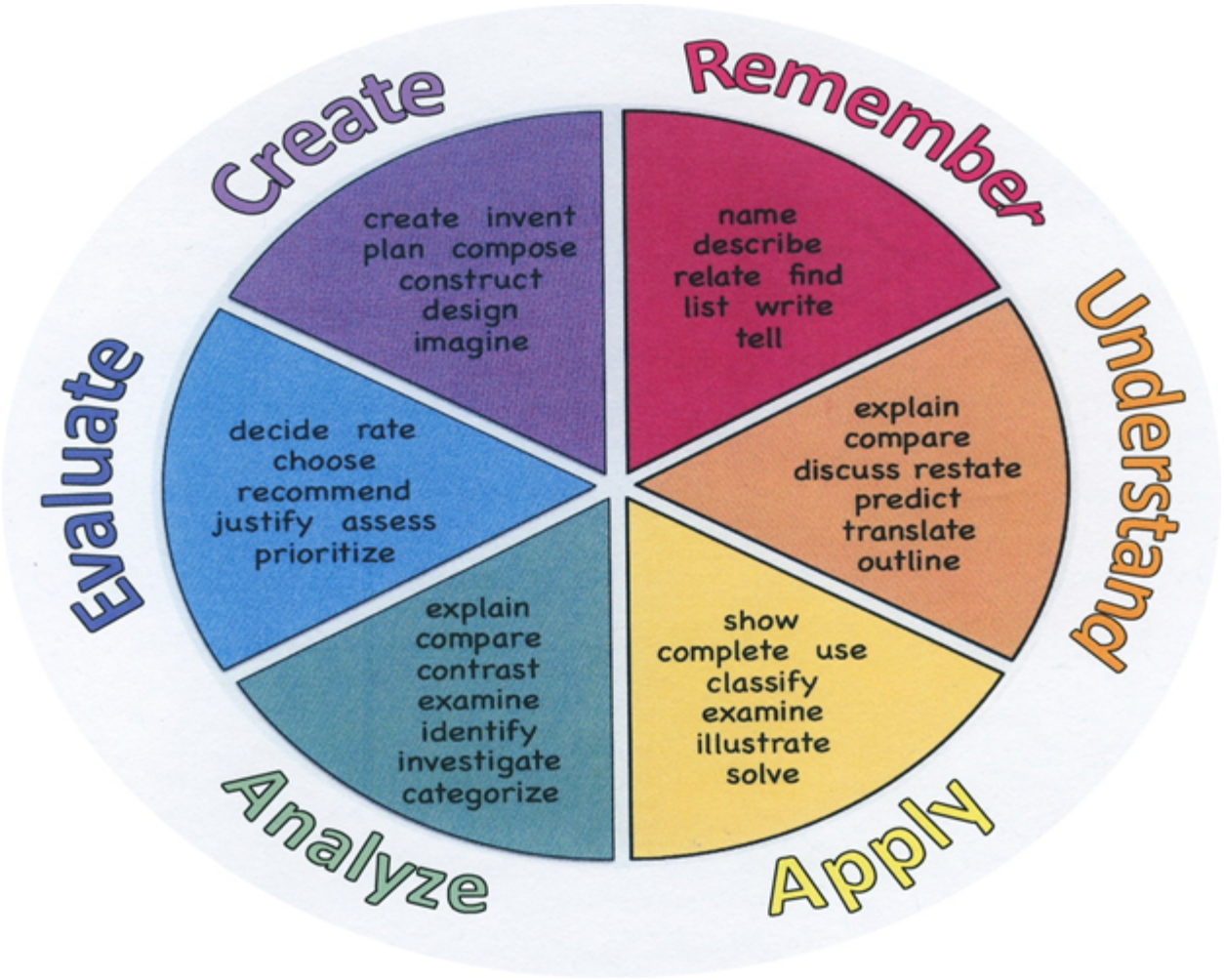
Apply written and oral conventions to everyday interactions.

Compare & Contrast clothing and shopping of target country with those of the US.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create

Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- List Colors, adjectives review of articles verb “to wear”
- Categorize and produce climate expressions for attire
- Teacher observation; forcedweather expressions;
- Research weather in the target countries
- Write about favorite clothing store and label items in it
- Describe and show pictures on items you would like to wear, how much it cost,
- Verbs: to cost, to want(would like), to be able to (as in to be able to try on)
- Comparatives Stem-changing verbs: irregular verb “volere”
- Demonstrative adjectives (this, these, that, those)
- Compare which ones are your favorite (this e that)
- Ask/respond to questions of price of clothing/accessories using a store website from the target country.
- Report on fashion in Italy: create a PPT on fashion designers & show pictures of clothing...

Assessment Evidence - Checking for Understanding (CFU)

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    - Homework-*list on family members vocabulary words and expressions. (formative assessment)
    - Classwork (formative assessment)
    - Participation (formative assessment)
    - Tests & Quizzes-*write the family members vocabulary words. (summative assessment)
    - Presentations (alternative assessment)
    - Projects-*Create a cartoon strip including brief descriptions on family members. (alternative assessment)
    - Create their own family tree PowerPoint to present to the class (alternative assessment)
    - Skits-*Role-play on family members included in a brief skit. (formative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities

- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Textbooks and other resources

Dictionaries

Asi Se Dice

Buen Viaje

Spanish Is Fun

Ancillary Resources

Resources/Materials

Chromebooks

Smartboard

Handouts

Various Websites

Technology Infusion

What technology can be used in this unit to enhance learning?

Listening to Podcasts

Photostory

Use of Listening Stations

Smartboard

Laptops

Youtube videostreams

MS Word

Google Docs

Power Point Presentations

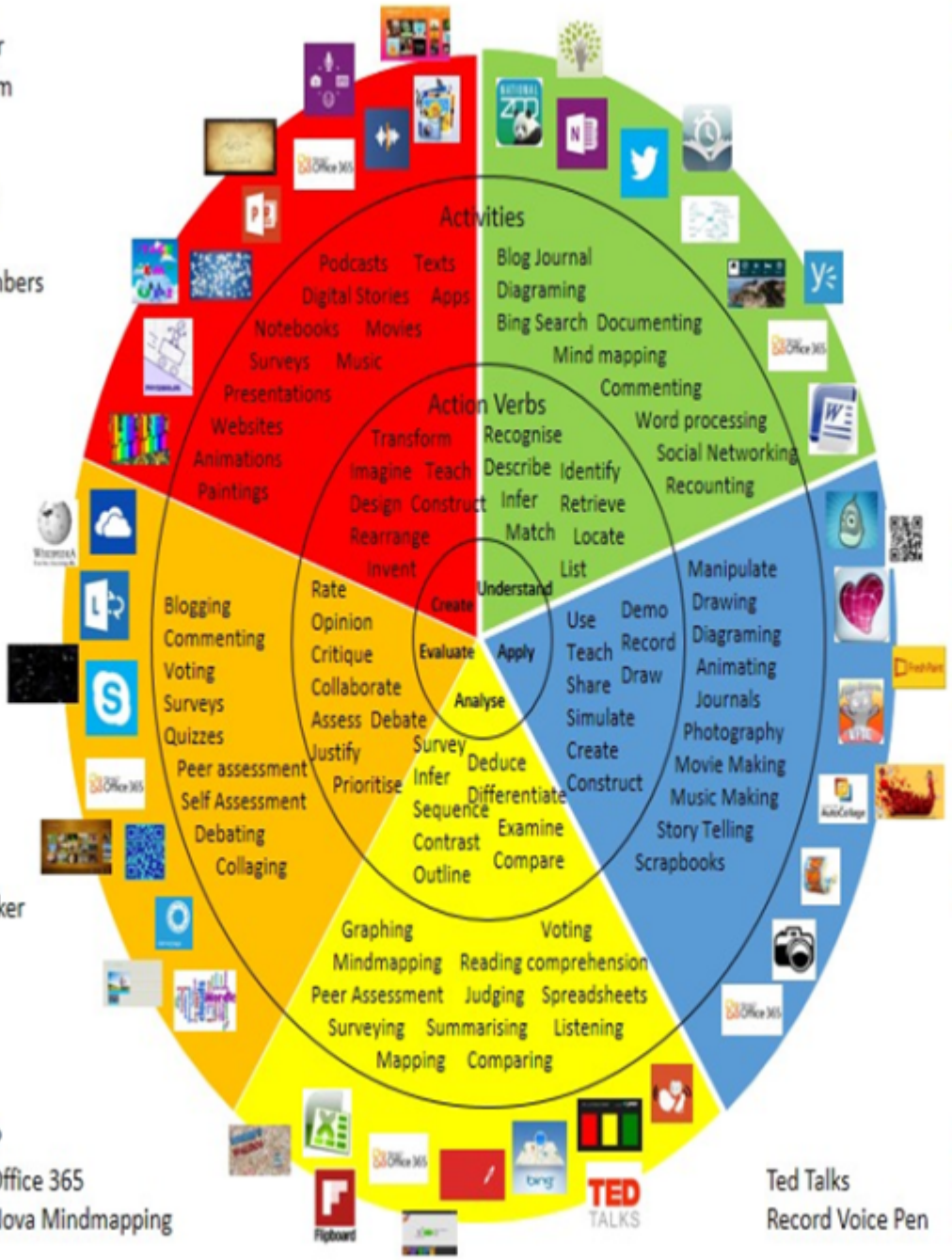
Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen



Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- Technology
- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters ® and determine attributes of career success.

CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- **Students Below Target**
- Paired group activities
- Guided practice
- Role Play

- QAR
- Cooperative Learning
- Learning Buddies
- Time extensions
- Mentorships
- Provide grouping by difficulty level, with varying levels of support
- Provide different demonstrations or models
- Offer choice of response (verbal, using numerical representations, creating a dialogue)
- Visual cues found on worksheets
- Advance notice of assignments
- Review with study skills and strategies training.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading

- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

English Language Learning (ELL)

Extra time to read questions on assessments-Give students more time on rereading questions about the clothing vocabulary translations.

Provide vocabulary visuals-Provide vocabulary visuals on clothing and weather vocabulary words.

Monitor comprehension-Have students repeat directions to check for understanding: matching objects to visual aids on weather vocabulary words.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Extra time-Check for students understanding on matching clothing and weather vocabulary words.

Have students repeat directions on exercise, matching, fill-in correct clothing vocabulary words.

Use visuals on the above vocabulary words and word banks on clothing and weather.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving

- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Student driven projects and presentations--Student presents a brief skit on questions and responses on:

- Clothing and weather vocabulary words.
- Compare & Contrast weather of target country with the US.
- Skits-Role-play on purchasing clothing item included in a brief skit.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: