

Unit 07: De Moda

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 7

Unit Title:	De Moda
Suggested Duration:	9 weeks

Interdisciplinary Connections

Interdisciplinary Connections
<p>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</p> <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
<p>Math Practices: https://www.nj.gov/education/standards/math/Index.shtml</p>
<p>Science Practices: https://www.nj.gov/education/standards/science/Index.shtml</p>
<p>Physical Education /Health-Driving around the city vs the country side.</p>
<p>Music/History-Music will be compared with a genre of an English speaking -country.</p>
<p>Science-Enviromental discussing how camping relates to the environment.</p>
<p>Find and paste appropriate <u>Companion Standards or Practices</u> here.</p>

Technology Integration

Technology Integration
<p>Northern supports the integration of the SAMR Model: a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.</p>

Chromebook, SmartPhone, Viewsonic and digital interactive platforms

Teacher-created digital presentations

Review with teacher-created digital games and activities

Listening to authentic material integrating blogs, documentaries, and videos via educational digital sites including:

<https://www.yabla.com/>

<https://www.liveworksheets.com/>

<https://quizizz.com/>

<https://quizlet.com>

<https://edpuzzle.com>

<https://www.youtube.com/>

<http://www.spanish4all.com/>

<http://www.spaleon.com/conj.php>

<http://www.abcteach.com/directory/languages/spanish/>

<http://www.learnspanish.com/>

<http://spanish.about.com/>

<http://spanishfood.about.com/>

<http://www.elmundo.es/>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com/>

<http://www.colby.edu/~bknelson/SLC/index.php>

<http://www.laits.utexas.edu/spe/index.html>

<http://www.ver-taal.com/index.htm>

<http://www.senorjordan.com/los-videos/>

<https://spanish-resources.com/>

<https://llevatilde.es/>

<https://aprenderespanol.org/>

<https://cvc.cervantes.es/>

<http://www.rutaele.es/a2/>

Standard(s) Addressed

Standard 7 [World language](#)

- 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.

Standard 7 [Climate Change Education](#) (world language)

- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues and exchanging information with classmates and others about global issues, including climate change.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Standard 9 [Career Readiness, Life Literacies, and Key Skills](#)

- 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary

and career options, career planning, and career requirements.

- 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. The core ideas are derived from the disciplinary concepts and students’ understandings increase in sophistication over time as they engage

WL.NH.7.1.NH.IPERS	Interpersonal Mode of Communication
WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NH.7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
WL.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET	Interpretive Mode of Communication
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

STAGE I Desired Results

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<i>Objective (Transfer)</i>	
<p><i>Students will be able to independently use their learning to...</i></p> <p>compare and contrast the different methods of transportations used in other countries.</p> <p>Communicate what they need when traveling in Spanish Speaking countries.</p>	
<i>Mastery</i>	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Communication is the ability to 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • What is shopping like in a Spanish-speaking

understand and be understood in real world contexts.

- Language and culture are mutually dependent.
- Learning languages provides connections to additional bodies of knowledge.
- Learning languages allows students to realize there are multiple ways of viewing the world.
- Language students have the ability to participate in multilingual communities.

country? How is shopping here in the United States different than shopping in a Spanish-speaking country? Is “fashionable” the same in all countries?

Acquisition

Students will know . . .

- Vocabulario
- Describe hairstyles
- Express hypothetical situations
- Describe clothes and accessories
- Describe colors
- Talk about the cleaning and tailoring of clothing items
- Specify conditions under which things will be done
- Say to whom things belong
- Talk about handicrafts

Language structure in context

- El presente perfecto del subjuntivo
- El pluscuamperfecto del subjuntivo “cualquiera”
- Adjetivos para describir colores
- Los diminutivos y los aumentativos

Students will be skilled at . . .

- Describe beauty salons and hairstyles
- Talk about potential actions in the past using the present perfect subjunctive
- Talk about contrary to fact conditions in the past using the pluperfect subjunctive
- Use cualquiera
- Discuss the quinceanera
- Describe clothing and footwear
- Use colors to describe
- Use diminutives and augmentatives
- Talk about the cleaning and tailoring of clothing
- Use the subjunctive in adverbial clauses
- Use possessive adjectives and possessive adjectives and possessive pronouns
- Talk about fashion and markets
- Use infinitives correctly
- Use present and past participles correctly

<ul style="list-style-type: none"> • El subjuntivo en clausulas adverbiales • Otros usos del infinitivo • Usos del gerundio y del participio pasado 	
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STAGE II Assessment Evidence

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Practice	Assessments
<p>Week 1: Introduction of new vocabulary</p> <ul style="list-style-type: none"> • Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc) • Slides presentation of unit vocabulary • Teacher-created digital activities for unit vocabulary practice • Interpersonal Practice: ¡A tomar la prueba de manejar! (IP) - discuss with your partner, use the graphic organizer, and be ready to present to the class. • Práctica de vocabulario interpretive and presentational <p>Week 2: Application of vocabulary 1</p> <ul style="list-style-type: none"> • Unit vocabulary practice -Vocabulary practice • Impromptu dialogues (Vamos al salón de belleza) • Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc) • Teacher-created digital activities for unit vocabulary practice • Answer direct responses to questions using acquired vocabulary • Oral and written Interpretive tasks- Students will tell their partner about the best and the worst hair salon experiences 	<ul style="list-style-type: none"> • Classroom oral and written interactions and individual written activities. All assessments that are not impromptu conversations are recorded in our GC and Flipgrid. • Interpretive assessment (Vocabulary) • Application of language structures • Interpretive Assessment (Lectura) • Interpersonal Assessment • Presentational assessment “Folleto turistico” • Presentational Communication “Normas de seguridad para pasajeros” • Presentational Assessment: • Students will work on completing: La ciudad y el campo Interpersonal/ Presentational assessment: Folleto turistico • Students’ final revisions project. Project ready for assessment • Students’ recording and designs are uploaded to FlipGrid • Students demonstrate understanding of oral speech by completing Interpretive section

they have ever had.

Weeks 3: Describe hairstyles while introducing and practicing El presente perfecto subjuntivo (change the google slides using vocabulary)

Games to practice grammar structure content (Quizlet, Quizizz, bingo, etc)

- Presentational practice:
- Brief interpersonal communication:
- Interpersonal practice:
- Presentational and Interpretive Practice of language structure
- **In interpersonal communication**-In groups of 3 or 4, students will read the headings and give their opinion on using expressions like dudo que, es verdad que, estoy seguro/a de que, es posible que, and present perfect subjunctive. Headings like Vuelven los peinados de la decada de 1980.

Week 4: Application and use of the unit's vocabulary with Summative assessment, and introduction of new language structure in context,

- Vocabulary and language structure practice using Quizlet:
- Picture prompt presentational writing task
- Groups discuss the answers (groups) and share them with the class.
- Students interact with this presentation Brainstorm a list of phrases that require the present perfect subjunctive - Introduction of language structure.
- Practice Day 1 (Buscar presentacion)
- [Tic-Tac Toe](#) (cambiar fotos La belleza, peinados)

Other Evidence: formative daily assessments

- Vocabulary Gaming
- Oral activities
 - Show and tell
 - Presentations, Dialogues
 - Class discussions
 - Answering yes and no, direct response questions using previously acquired vocabulary
 - Presentation both face-to-face and recorded of the Unit's practices, products, and perspectives
- Listening activities
 - Watch videos in Spanish.
 - Listen to songs in Spanish.
 - Listen to dialogues in both formal and informal Spanish and answer questions about what they heard
- Reading Comprehension Activities
- Communicative (interpersonal) Activities, Information Gap Activities
- Whiteboards and/or digital comprehensive activities to practice unit language structures and vocabulary

All courses follow a [balanced assessment system](#) with Practice and Assessments.

- Teacher-created communicative activities for unit language structure's practice
- Interpersonal activity Activity 10 Posibilidas...
- Interpretive practice: (Lectura "Una tradición que no pasa moda")
- Interpretive practice: Lectura Los mariachis, siempre de moda

Week 5- Application of vocabulary Qué gangas tan buenas!

- Unit vocabulary practice -Vocabulary Practice 2
- Impromptu dialogues (describing clothing and footwear)
- Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc)
- Teacher-created digital activities for unit vocabulary practice
- Answer direct responses to questions using acquired vocabulary
- Oral and written Interpretive tasks
- Gramática- Adjetivos para describir colores

Week 6- Introduction of new Language structure: El subjuntivo: verbos regulares y con cambios ortográficos Google slide

- Applying the new language structure:
- **Interpersonal Communication:** De colores-Talk with a classmate about your favorite colors.
- **Presentational Communication:** Un salón de belleza famoso...A famous salon has asked you to design an internet webpage for them
- **Interpretative Communication:** Lectura informativa-La leyenda de

Pascualita, el maniqui viviente de Chihuahua

- **Gramática**-Los diminutivos y los aumentativos
- **Interpersonal Communication**-Me puede ayudar- Create a dialogue between client and seller using the diminutive y augmentative in your dialogue.
- **Interpersonal Communication**-Fiesta temática-You and your friend will create a conversation including the following topics-la musica de mariachis, el lugar para la fiesta, las decoraciones que van a necesitar, la comida que van a servir en la fiesta, la ropa que van a llevar los invitados.
- Repaso: Vocabulario, Gramática, Cultura

Week 7- Unit vocabulary practice -Vocabulary 3 Todo para su ropa

Grammar Structure-Subjunctivo en cláusulas adverbiales

Presentational Assessment: Grammar Structure-Subjunctive

- Interpersonal activity-Diálogo-Este vestido tiene una mancha
- Interpretive activity-Lectura "La artesanía mexicana y la industria de la moda"
- Interpretive activity-Lectura " ¿Qué está de moda en el mercado?"
- Talk about the cleaning and tailoring of clothes
- Create a Flip Grid about their experiences with the cleaning and tailoring of clothes
- Gramática- El subjunctivo en cláusulas adverbiales
- Games-A completar-One student from each team comes to the front of the class. Example: A menos que el Congreso.... El presidente visito la ONU a fin de que.... choose events that are happening in your community.

Week 8-

- Unit Vocabulary 2-Vocabulary practice
Joyas, regalos y artesanías .
- Grammar structure-Oros usos del infinitivo
- Talk about handicrafts
- **Interpersonal Communication:**

Week 9-

- Application and use of the unit's vocabulary with the practice assessment
- Impromptu dialogues adding to last week's vocabulary to incorporate new language structure
 - Students will work on completing: De moda
Interpersonal/ Presentational assessment:
 - Students' final revisions project.
Project ready for assessment
 - Students recording and designs are uploaded to FlipGrid
 - Students demonstrate an understanding of oral speech by completing the Interpretive section

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

- Word banks when needed
- Extra time on assessments
- Special seating (away from distractions)
- Read and explain the directions to the student

- Use a highlighter or marker to identify key words, phrases, or sentences

STAGE III Learning Plan

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Organize plan by weeks

Modes of Communication:

1-Interpretative

2-Interpersonal

3-Presentational

Week 1: Introduction of new vocabulary

- Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc)
- Slides presentation of unit vocabulary
- Teacher-created digital activities for unit vocabulary practice
- Interpersonal Practice: ¡A tomar la prueba de manejar! (IP) - discuss with your partner, use the graphic organizer, and be ready to present to the class.
- Práctica de vocabulario interpretive and presentational

Week 2: Application of Vocabulary 1

- Unit vocabulary practice -Vocabulary practice
- Impromptu dialogues (Vamos al salón de belleza)
- Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc)
- Teacher-created digital activities for unit vocabulary practice
- Answer direct responses to questions using acquired vocabulary
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- Oral and written Interpretive tasks
- Gramática- Adjetivos para describir colores

Week 6- Introduction of new Language structure: El subjuntivo: verbos regulares y con cambios

ortográficos Google slide

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- Students' final revisions project. Project ready for assessment
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- Students demonstrate an understanding of oral speech by completing the Interpretive section

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, LGTBQ and students with 504 plans.

Specific Resources for Unit

Specific Resources for Unit

- Google Apps For Education (GAPE)
 - Maps
 - Sites
 - Forms
 - Drive
 - Classroom
 - Slides
 - Add ons
- Internet
 - Youtube.com videos for aural comprehension and grammar tutorials
 - Quizlet.com
 - Wordreference.com
 - Yabla.com
 - <https://www.laits.utexas.edu/spe/>
 - Audiolingua

- Videole
- Flipgrid
- Padlet
- Socrative
- Quizizz
- Edpuzzle
- Thinglink
- LiveworksheetsAudiolingua
- [Locura de marzo](#)
- Texts
 - Classroom Instruction That Works by Robert J. Marzano
 - Spanish-English Dictionary
 - Workbooks
 - Authentic reading materials for comprehension exercises
- Teacher-created worksheets and information
- Technology
 - Chromebooks
 - Personal Devices/Phones
 - Screencastify
 - Viewsonic / myviewboard
 - Loom
 - Remind

Diversity, Equity, & Inclusion

[Diversity, Equity & Inclusion](#)

Provide a brief description of how this unit addresses DE&I.

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity,

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Describe weather everyday in the beginning of each lesson. Compare the weather in my region to other overseas Spanish Speaking Countries	
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	