

Unit 04: La Ropa

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 4

Unit Title:	La Ropa
Suggested Duration:	8 weeks

Interdisciplinary Connections

Interdisciplinary Connections
Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
Math Practices: https://www.nj.gov/education/standards/math/Index.shtml
Science Practices: https://www.nj.gov/education/standards/science/Index.shtml
Find and paste appropriate <u>Companion Standards or Practices</u> here.

Art: Colors, materials and styles.

Math: Sizes, currency and size conversion

Physical Education: Kinesthetic, Total Physical Response

Video Production : Fashion show

English: Reading Comprehension, grammar application

Life Skills: Budgeting, buying, consumer awareness

History: Silk Route, comparisons of fashion evolution

Sociology:

Technology Integration

Technology Integration

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.

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://quizlet.com>

<https://edpuzzle.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

[The design of this unit adheres to the revised New Jersey Student World Language Learning Standards.](#)

FL.IM.7.1.IM.IPERS	Interpersonal Mode of Communication
FL.IM.7.1.IM.IPRET	Interpretive Mode of Communication
FL.IM.7.1.IM.PRSNT	Presentational Mode of Communication
WL.IH.7.1.IH.IPERS	Interpersonal Mode of Communication
WL.IH.7.1.IH.IPRET	Interpretive Mode of Communication
WL.IH.7.1.IH.PRSNT	Presentational Mode of Communication

STAGE I Desired Results

STAGE I Desired Results	
Objective (Transfer)	
<i>Students will be able to independently use their learning to...</i>	
<ul style="list-style-type: none">• Describe clothing and materials with colors and styles.• Compare and contrast fashion trends and styles	
Mastery	
Big Ideas/Understanding	Essential Questions
<i>Students will understand that...</i>	
<ul style="list-style-type: none">• Communication is the ability to understand and be understood in real world contexts.	<ul style="list-style-type: none">• How do you communicate what you want to purchase in the target language?• How is shopping in the U.S. compared with

- Language and culture are mutually independent.
- 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.

shopping in a foreign country?

- What do your clothes say about you?
- How can knowing the language and culture of another country help me be a successful shopper/customer?

Acquisition

Students will know . . .

Vocabulary relating to:

La Ropa

- La chaqueta
- El chaleco
- El traje
- Los pantalones
- Los pantalones cortos
- El suéter
- La camisa
- El bolsillo
- El botón
- El puño

Students will be skilled at . . .

- Describe certain clothes while shopping for an outfit.
- Describe the styles for specific season.
- To make comparisons using clothing vocabulary.
- Understand the international exchange rates of Spanish speaking countries.

- La camiseta
- El abrigo
- El impermeable
- Los calcetines
- La falda
- La blusa
- El vestido
- El traje de baño
- Las medias
- La corbata
- El corbatín / la pajarita
- El pañuelo
- La bufanda
- El cinturón
- La gorra
- El sombrero
- Los guantes
- El paraguas
- El bolso
- La billetera / la cartera
- El monedero
- Las gafas de sol
- los zapatos de tacón
- los zapatos bajos
- los tenis
- las botas

- las sandalias
- las zapatillas
- los cordones

Las Joyas

- la cadena
- la medalla
- el collar
- el anillo
- la sortija
- la pulsera
- los aretes
- los pendientes
- el reloj

Telas y Otros Materiales

- El algodón
- La lana
- La seda
- El lino
- El cuero
- La piel
- El terciopelo
- La pana
- El nilón
- El poliéster
- El plástico
- El caucho
- A rayas

- A lunares
- A cuadros
- Estampada/o

Adjetivos

- nuevo
- usado
- de segunda mano
- antiguo
- barato
- caro
- de buena calidad
- de mala calidad
- pequeño
- mediano
- grande
- apretado / estrecho
- flojo / ancho
- pesado
- ligero

Verbos

- llevar
- probarse
- quedar bien / mal
- ponerse
- quitarse

Language structures

- Verbs like gustar

<ul style="list-style-type: none"> • Demonstrative adjectives • Comparatives and superlatives • The Prepositions <i>por</i> and <i>Para</i> 	
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STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<ul style="list-style-type: none"> • Vocabulary and Verbs like Gustar Written Assessment • Vocabulary Aural Assessment • Interpersonal assessment • Assessment of vocabulary and language structures • Written Summative assessment <p>These assessments target the three modes of communication: Interpretive, presentational, and interpersonal.</p>	<p>Daily classroom oral and written interactions and individual written activities. All formative activities that are not impromptu conversations are recorded in our GC and Flipgrid.</p>
Modifications	
How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)	

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 short 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

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Week 1: Introduction of new vocabulary

- Slides presentation of [unit vocabulary](#)
 - [Practice with audio](#)
 - [Interpersonal formative assessment](#): vocabulary recognition, expressing likes and dislikes, etc.
- Interpretive (listening) practice with [Edpuzzle](#)
- [Interpretive \(listening\) and presentational practice](#) for vocabulary recognition.
- Games to practice unit vocabulary ([Quizlet.live!](#), bingo, etc)
- Teacher-created activities for unit vocabulary practice
- Impromptu dialogues (describing clothing and likes and dislikes)

Weeks 2-3: Application of vocabulary and introduction of language structure: [Verbs like Gustar](#)

- Interpretive Listening: [Lavandería Dos pasos](#)
- Interpersonal: [create a dialogue](#) and role-play it to class applying targeted vocabulary and language structures.
- Games to practice and teacher-created activities for unit vocabulary practice: Interpersonal [¡Adivina quién!](#)
- Manipulatives and TPR activities

Slides presentations of [vocabulary set 2](#)

Answer direct responses to questions using acquired vocabulary

Impromptu dialogues adding on to last week's vocabulary to incorporate new vocabulary

Interpretive Reading: SW identify the main idea and supporting detail of a complex TL text on [men's clothing and fashion](#) by answering comprehension questions while recalling and applying newly

learned vocabulary

Interpretive reading [Los consejos de moda de María Fernández](#)

Practice with set 2 and language structure: [¿Cómo le queda la camisa?](#)

Quizizz [verbs like Gustar](#)

Students create a [commercial for a new clothing shop](#) at their town

Weeks 4-5: Summative assessment of vocabulary and introduction of new language structure:
Demonstrative adjectives

[Vocabulary summative assessment](#)

Interpretive practice [El pantalón blanco de Zara.](#)

[Vocabulary and Verbs like Gustar Written Assessment](#)

Slide presentation of language structure: [Demonstrative adjectives](#)

- [Practice with new language structure](#)
- Interpersonal activity using the demonstrative adjectives and a park scene to describe what people are wearing using the perspective of the photo: [Interpersonal practice with new language structure](#)
- Teacher-created communicative activities for unit grammar practice

Interpersonal game: Use the demonstrative activities to talk about clothing both near and far by drawing emojis in the bullseye then talking with a partner who will ask what each one is. Both partners will use demonstrative adjectives and identify as many icons as possible before asking the other

Practice vocabulary and language structure [with audios](#)

Impromptu dialogues adding on to last week's vocabulary to incorporate new language structures

[Interpretive, presentational and interpersonal practice](#) of vocabulary and language structures.

Week 6: Application and use of unit language structures and vocabulary and Introduction of new grammar:
Prepositions: Por and Para

- Slides and video presentations of language structure: [Por y para](#)

[Quizlet](#)

[Interpersonal](#) Practice: complete a short survey asking their peers questions practicing the vocabulary and grammar.

[Interpersonal Communicative Activity](#) - ask and answer questions regarding clothing, cost and colors.

[Assessment of vocabulary and language structures](#)

Students write about people's clothing by creating a narration based on [the teacher's prompt](#).

Week 7: Application of vocabulary and language structures: Assessment and introduction of new language structure: comparatives

- Presentational practice: [Describe the photo](#) applying vocabulary and language structures
- Discuss, brainstorm and begin gathering information: [Interpersonal assessment](#)
 - Peers listen and [answer interpretive questions](#) based on what they hear.
- Introduction of new language structure: [Comparatives](#)
 - Practice: [compara estas personas slide 2](#) . Describe what they wear and compare their outfits:

which outfit has brighter colors? Which is more comfortable? etc.

- [Practice of comparatives](#)
- [Practice presentational](#) with comparatives, demonstratives, and por and para.

Week 8: Culmination of unit

- [Summative assessment](#)
- [Formative assessment assess students' growth](#)

Modifications

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

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

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

- Flipgrid
 - Padlet
 - Socrative
 - Quizizz
 - Edpuzzle
 - Thinglink
 - Liveworksheets
 - [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
 - iPads
 - Chromebooks
 - Personal Devices/Phones

Diversity, Equity, & Inclusion

[Diversity, Equity & Inclusion](#)

The 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, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

[Accommodations and Modifications](#) (link to menu)

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.

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
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.	