

04_Shopping for School

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **25-30 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

Spanish 7

The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. An education in world language fosters a population that: communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace, exhibits attitudes, values and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication and values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related and/or financial success in our increasingly interconnected world.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- there are a variety of verb tenses necessary for a natural flow of communication.
- currency is a basic component of a culture.
- dress codes are universal.

Essential Questions:

- How is shopping for school different in Spanish speaking countries than in the United States?
- What do I need to have a Spanish conversation related to shopping?

CONTENT AREA STANDARDS

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
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.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
WRK.K-12.P.4	Demonstrate creativity and innovation.
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.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.7	Plan education and career paths aligned to personal goals.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- there are a variety of verb tenses necessary for a natural flow of communication.
- currency is a basic component of a culture.
- dress codes are universal.

Procedural Knowledge

Students will be able to:

- integrate irregular verb conjugations, verb formulas, and new vocabulary to express what they are going to do and what they have to do.
- use the formula for expressing amazement with nouns and adjectives.
- use the contraction “del” to express what belongs to them and others.
- utilize the higher numbers and currency for shopping transactions.
- compare U.S. equivalents with currencies of other Spanish speaking countries.

EVIDENCE OF LEARNING

Alternate Assessments

- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences
- Interactive Game Creations

Benchmark Assessments

Educational Assessments

Formative Assessments

1. Authentic Spanish text for shopping simulations

2. Interactive comprehension and speaking activities with CDs

Summative Assessments

1. Interdisciplinary project/Creating a Budget
2. Magazine project: Students will create a fashion magazine directed to a Latin American country of their choice. The magazine must portray clothing that would appeal to the culture and people of that country. Students will assign each item a price and write a detailed description of the item detailing color, time of year it would be used, and why one would want to buy it. Students will use complete sentences and incorporate AR, ER, and IR verbs.

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Textbook/Workbook

- CD Audio Resource

- CTV Level A Ch 4

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - Language Acquisition, Informational Writing

Math - Computations

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.