

# 03\_Unit 3: Las compras para la escuela

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **20-25 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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This is a full year course that is designed to develop basic reading, writing, speaking and listening skills in the Spanish language through a variety of media. Various aspects of Spanish culture in Spain, the Caribbean, Central America and South America, as well as the geography of these regions, are discussed around the world. Students will have the opportunity to ask questions and respond to them in Spanish. Students will be able to conduct conversations in the target language. Students will learn the basics of the Spanish language, the common phrases, food, describing self and others, school, sports, family and home. This course develops the essential pieces of learning the beginning levels of a world language: reading, writing, listening and speaking. It also emphasize the three modes of communication: interpretive, interpersonal and presentational. Spanish 1CP will provide students with authentic materials and the use technology within the classroom to allow the students to grow as Spanish speakers, readers, writers and listeners in the Global world. Students will have the ability to communicate with others and culturally understand the importance of a foreign language as an essential component of global competence.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand that:

- there are differences and similarities in clothing styles among both more urban and rural areas of Latin America/Spain and the United States.
- certain regular verbs change stems when conjugated into certain subject forms.
- there stem-changing verbs and regular verbs that end in -AR, -ER, -IR
- students purchase their school items in school specific stores

Essential questions:

- What are some school items that would be similar in my school setting and a school setting in a Spanish-speaking country?
- What are the styles of clothing in Europe, the United States and Latin America?
- How do I communicate in the Spanish language when entering a school store or a clothing store?
- What clothing should be worn depending the month in the year in the southern hemisphere compared to the northern hemisphere?

## **CONTENT AREA STANDARDS**

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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.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
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.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
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.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
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.

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

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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.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.

## **STUDENT LEARNING TARGETS**

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## **Declarative Knowledge**

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Students will understand that:

- there are different endings for each subject pronoun.
- there are different terms for the vocabulary of clothing and school supplies depending on the country.
- the verb must change its form in order to conjugate properly.

## **Procedural Knowledge**

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Students will be able to:

- identify key vocabulary for clothing and decide which types of clothing they like and dislike using the verb GUSTAR.
- recognize articles of clothing and place them to their cultural setting.
- recognize items used in the classroom.
- identify key vocabulary for items/objects in the classroom.
- act out skits related to purchasing items in the school store and a clothing store.
- connect articles of clothing to their climate.
- use vocabulary for clothing and relate to today's fashion trends
- identify specific stem-changing verbs and use them in complete sentences.
- identify verbs ending in -AR.
- conjugate AR verbs.
- identify key terms for interrogative words to create questions.
- create questions using interrogative words.
- identify the -AR endings of the subject pronouns.
- create grammatical sentences using a variety of vocabulary related to the regular -AR verbs.

## **EVIDENCE OF LEARNING**

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### **Benchmark Assessments**

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Edulastic/Pear Assessments

## **Alternate Assessments**

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

## **Formative Assessments**

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- Listening assessments with describing objects in the classroom and clothing.
- Writing assessments describing the clothing of celebrities, students in the classroom and visual prompts.
- Speaking assessment-describing clothing and school objects.
- Categories of the different topics-Category chart
- Kinesthetic activities
- Quizziz, Nearpod, Classkick, Kahoot, Blooket formative assessments.
- Monitoring progress through Unit packet
- Notetaking in the Unit packet
- Exit ticket: Describing yourself and what you are wearing
- Guessing game: Who is wearing this outfit?
- Student-created conversations
- Student-created dialogues
- Chart describing courses.

## **Summative Assessments**

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- Unit 3 assessment
- El Corte Ingles Webquest
- La ropa de los famosos-Proyecto
- Suggestion: Fashion Show speaking activity

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Resources:

- Buen Viaje 1: Chap 3
- [Unidad 3-Packet](#)

Technology Subscriptions to the following:

- Nearpod
- Classkick
- Wordwall
- Quizziz
- Quizlet
- Blooket
- Kahoot
- Adobe Spark/Canva/Piktochart
- Jamboard
- Edpuzzle
- Padlet

Additional resources:

- Whiteboards
- Textbook: Buen Viaje 1-Glencoe
- Skills for Success: Spanish Middle/High School Workbook
- Skills for Success: Building Spanish Vocabulary
- Smartboard Activities
- Clothing of different seasons.
- Google Slides presentations
- Youtube videos describing clothing

Authentic materials/websites:

[www.wordreference.com](http://www.wordreference.com)

<https://www.elcorteingles.es/>

## **INTERDISCIPLINARY CONNECTIONS**

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Language Acquisition

Use technology to enhance productivity

Work productively in teams while using cultural global competence

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

