

05_School supplies and clothing

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **15-20 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

This is an introductory Spanish course. It introduces the students to the basics of the Spanish language through the discovery of various Spanish-speaking cultures around the world. The units in this course include the alphabet, the days of the week, the months of the year, the seasons, geography of the Spanish-speaking countries, the numbers, dates, time, activities, descriptions, school, clothing, professions and places. Students will learn how to ask questions in Spanish, as well as how to form sentences to answer questions in Spanish. This course develops the essential pieces of learning the beginning levels of a world language: reading, writing, listening and speaking. It also emphasizes the three modes of communication: interpretive, interpersonal and presentational. The course uses authentic materials to introduce these topics and allow the students to grow as Spanish speakers, readers, writers and listeners with a background knowledge of Hispanic cultures around the world.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- there are necessary supplies for success in school.
- there are different types of clothing for specific situations.

Essential questions:

- How can I use the school supplies vocabulary to describe what I need in school?
- What types of clothing can I wear for different occasions?

CONTENT AREA STANDARDS

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.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.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
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.4	Copy/write words, phrases, or simple guided texts on familiar topics.

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

LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
WRK.K-12.P.4	Demonstrate creativity and innovation.
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.
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:

- colors can be used like adjectives to identify nouns in Spanish.
- there are different terms for school supplies in Spanish-speaking countries.
- adjectives and colors can be used to describe clothing in Spanish.

Procedural Knowledge

Students will be able to:

- 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 using the school objects and clothing in Spanish.

- identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to school objects and clothing in Spanish.
- identify familiar people, places, objects in daily life based on simple oral and written descriptions about school objects and clothing in Spanish.
- present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences using the school objects and clothing vocabulary in Spanish.
- copy/write words, phrases, or simple guided texts using the school objects and clothing vocabulary in Spanish.
- share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class when expressing school objects and clothing relating to their personal needs in Spanish.
- state basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class when expressing school objects and clothing relating to their personal needs in Spanish.

EVIDENCE OF LEARNING

Formative Assessments

1. Create a booklet of school supplies.
2. Research project: Students will view and search through the www.elcorteingles.es website and practice making purchases of different school supplies.
3. Graphic organizer of classroom objects and school supplies
4. Writing activity: Describe the clothing of classmates and students will guess who is being described based on the description.
5. Exit ticket: How does clothing differ throughout different parts of the world? Specifically the Spanish-speaking world?
6. Listening comprehension activity: Describe clothing and students will draw the clothing.
7. Graphic organizer of clothing items worn in different seasons
8. Exit ticket: ¿Qué llevas hoy?

Summative Assessments

1. Project Runway: Students will create different models with clothing and describe the clothing using technology.
2. Magazine project: Students will create a fashion magazine with clothing and colors.
3. Listening & speaking assessment 1 - Clothing: Students will listen and understand questions in Spanish related to clothing items and verbally answer in Spanish.
4. Quiz 1: Clothing
5. Project - Design your own shopping mall: Students will use the stores and clothing vocabulary to create their own mall in Spanish.

6. Listening & speaking assessment 2 - Classroom objects: Students will listen and understand questions in Spanish related to classroom objects items and verbally answer in Spanish.
7. Quiz 2: Classroom objects

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Shopping website: www.elcorteingles.es
- SmartBoard activities
- Quizlet
- Buen Viaje 1
- Skills for Success: Spanish Middle/High School Workbook
- Skills for Success: Building Spanish Vocabulary
- Google slides for clothing descriptions https://docs.google.com/presentation/d/1N_sfYvf4pOBIhmgDVKkuyUa5oaFIoSETdUFQyTTZ8ss/edit?usp=sharing
- Packet 1 "La ropa" <https://drive.google.com/file/d/1rMIPjFL7SuImGn2yIlMF402bM6JCdMgV/view?usp=sharing>
- Packet 2 "Las tiendas" <https://drive.google.com/file/d/1VfwImtdA4ydy0izlVr-CmPWe39ZF14Ql/view?usp=sharing>
- Google slides on the verb ESTAR https://docs.google.com/presentation/d/1_dcUv100argFPHnbNHwQRddmpHs4GPOvuNwjInJaFcE/edit?usp=sharing
- Packet 3 "La sala de clase" <https://drive.google.com/file/d/1IHztZ1ffyoAYR5rqFFMv3ooOtxz8dVqU/view?usp=sharing>

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - Language Acquisition, Information Writing

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.