

# 06\_La Ropa y Las Tiendas

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

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

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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 emphasize 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**

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### ***Objectives- Students will understand that:***

- clothing in South America is different than the clothing in the United States.
- it is important to be able to discuss clothing items in order to go shopping in a Spanish speaking country.

### ***Essential Questions:***

- How can I use the clothing vocabulary to describe what I wear?
- What types of clothing can I wear for different occasions?
- How are stores different in South America?

### ***Enduring Understandings:***

- There are different types of clothing for specific situations.
- Clothing items and fabrics vary depending on geography and fashion in individual countries.

## CONTENT AREA STANDARDS

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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.  Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

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

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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.
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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

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## **Declarative Knowledge**

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Students will understand that:

- there are different terms for clothing items in Spanish-speaking countries.
- adjectives and colors can be used to describe clothing in Spanish.
- there are differences between the clothing styles in South America and the United States.

## **Procedural Knowledge**

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

## **EVIDENCE OF LEARNING**

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## **Formative Assessments**

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1. Writing activity: Describe the clothing of classmates and students will guess who is being described based on the description.
2. Exit ticket: How does clothing differ throughout different parts of the world? Specifically the Spanish-speaking world?
3. Listening comprehension activity: Describe clothing and students will draw the clothing.
4. Graphic organizer of clothing items worn in different seasons
5. Exit ticket: ¿Qué llevas hoy?

## **Summative Assessments**

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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 - Clothing: Students will listen and understand questions in Spanish related to clothing items and verbally answer in Spanish.
4. Quiz: Clothing
5. Project: Design your own shopping mall- Students will use the stores and clothing vocabulary to create their own mall in Spanish.

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

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- [Shopping website](#)
- 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](#)
- [Google slides on the verb ESTAR](#)
- Clothing in Peru & Machu Picchu

- [Packet - La Ropa y Las Tiendas](#)
- Film: *Ecuador* with guided study sheet.
- Film: *Encanto* - Colombia. Analyze clothing. Guided study sheet.
- [VideoEle: La Ropa](#)

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## **INTERDISCIPLINARY CONNECTIONS**

English/Language Arts - Language Acquisition, Information Writing

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## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

### **Accommodations & Modifications**

#### **Students within Special Education programs:**

\*Individual accommodations and modifications will be made according to the IEP document by may include:

Provide modified notes and access to extra copies online

Provide oral reminders and check student work during independent work time

Model skills/techniques to be mastered

Check and sign assignment planner

Preferential seating

Modified or scaffolded homework and classwork

Provide extended time as needed

Provide graphic organizers and study guides

#### **Students with 504s:**

\*Individual accommodations and modifications will be made according to the 504 document

by may include:

Provide modified notes and access to extra copies online

Provide oral reminders and check student work during independent work time

Model skills/techniques to be mastered

Check and sign assignment planner

Preferential seating

Modified or scaffolded homework and classwork

Provide extended time as needed

Provide graphic organizers and study guides

### **English Learners:**

Provide scaffolded assignments and assessments

Pair visual prompts with visual presentations

Check and sign assignment planner

Native Language translation

Extended time for assignment and assessment as needed

Highlight key vocabulary

Use graphic organizers

Provide verbal and written directions

### **At Risk of Failure:**

Encourage class participation and reinforce skills

Model skills and assignments

Extended to time to complete class work

Preferential seating

Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

**Gifted and Talented:**

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments