

# World Languages Curriculum

## Spanish II Curriculum



**Grades 9-12**

**Unit 3: Ir de compras**

## *Course Description*

### **Philosophy**

Paterson Public Schools is committed to seeing that all students progress and develop the required skills to support second language acquisition. At the completion of a strong series of course studies, students will be able to:

- Demonstrate knowledge of vocabulary pertaining to thematic unit contexts
- Express thoughts and ideas on a variety of topics
- Move progressively from simple sentence structures to a more complex use of verbs, adjectives, adverbs, richer expressions, etc...
- Rely on background knowledge to develop fluency in the second language related to their daily lives, families, and communities
- Compose short dialogues, stories and narratives, on a variety of topics
- Describe the products, practices and perspectives of the target culture
- Read, listen, and understand age-appropriate authentic materials presented by natives for natives, as well as familiar materials translated from English into the target language
- Become global citizens, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures

## **Overview**

The Spanish program in Paterson Public Schools is guided by the NJ DOE Model Curriculum for World Languages. Students will focus on acquiring communication skills and cultural exposure through 7 units of study. This course encompasses the N.J.C.C.C. Standards for World Languages, which address the need to prepare all students for an interdependent world.

The World Language units of study for Spanish II are as follows:

Unit 1: ¡Hola Madrid!

Unit 2: El Mundo Hispano

Unit 3: Ir de compras

Unit 4: ¡Viva el fin de semana!

Unit 5: El mundo del trabajo

Unit 6: La cultura pop

Unit 7: Las vacaciones

### Pacing Chart – Unit 3

#	Student Learning Objective	CCSS	6 weeks
1	Demonstrate comprehension of short conversations and brief written messages related to the fashion industry.	7.1.NH.A.2 7.1.NH.A.4 7.1.NH.A.5	
2	Indicate the significant role of fashion in Spain and its global impact.	7.1.NH.A.3 7.1.NH.B.3	
3	Discuss chronological events of the growth of fashion industry in Spain.	7.1.NH.A.4 7.1.NH.B.5	
4	Create a multimedia rich presentation that compares and contrasts American and Spanish designs and designers.	7.1.NH.C.1	
5	Indicate the value of cultural products by comparing and contrasting with local products.	7.1.NH.B.5 7.1.NH.C.2	
6	Describe shopping experiences in the target language.	7.1.NH.B.3 7.1.NH.C.3	

# Educational Technology Standards

8.1.12.A.1, 8.1.12.A.2, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.3, 8.1.12.E.1, 8.1.12.F.1

## ➤ **Technology Operations and Concepts**

- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources
- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

## ➤ **Creativity and Innovation**

- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

## ➤ **Communication and Collaboration**

- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

## ➤ **Digital Citizenship**

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
- Compare and contrast policies on filtering and censorship both locally and globally.

## ➤ **Research and Information Literacy**

- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

## ➤ **Critical Thinking, Problem Solving, Decision Making**

- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

## Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

### **CRP1. Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

### **CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

### **CRP3. Attend to personal health and financial well-being.**

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

## Career Ready Practices

### **CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

### **CRP5. Consider the environmental, social and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

### **CRP6. Demonstrate creativity and innovation.**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

### **CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

## Career Ready Practices

### **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

### **CRP9. Model integrity, ethical leadership and effective management.**

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

### **CRP10. Plan education and career paths aligned to personal goals.**

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

### **CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

## Career Ready Practices

**CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<u><b>Time/General</b></u>	<u><b>Processing</b></u>	<u><b>Comprehension</b></u>	<u><b>Recall</b></u>
<ul style="list-style-type: none"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for reports and projects</li> <li>• Communication system between home and school</li> <li>• Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> <li>• Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul>
<u><b>Assistive Technology</b></u>	<u><b>Tests/Quizzes/Grading</b></u>	<u><b>Behavior/Attention</b></u>	<u><b>Organization</b></u>
<ul style="list-style-type: none"> <li>• Computer/whiteboard</li> <li>• Tape recorder</li> <li>• Spell-checker</li> <li>• Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Study guides</li> <li>• Shortened tests</li> <li>• Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent daily structured routine</li> <li>• Simple and clear classroom rules</li> <li>• Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Individual daily planner</li> <li>• Display a written agenda</li> <li>• Note-taking assistance</li> <li>• Color code materials</li> </ul>

## **Enrichment**

### **Accommodate Based on Students individual Needs: Strategies**

- Adaption of Material and Requirements
- Open-ended Activities
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects Completed Individually or with Partners
- Individual Response Board
- Tiered/Multilevel Activities
- Learning Centers
- Circumlocution Strategies
- Picture Similarity Description
- R.A.F.T.
- Opportunities to Sustain Discourse

## Assessments

### Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- **Integrated Performance Assessments**
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog; Makebeliefscomix to Create a Comic Strip

**Enduring Understanding:**

- The study of the Spanish language and culture deepens our understanding of where and how people live.
- There are many factors that affect why people chose the clothes they wear.
- Clothing choices are influenced by our society, culture, family, friends, and media

<b>Grade: 9-12</b>	<b>Unit: Three</b>	<b>Topic: Ir de compras</b>
<b>NJCCCS : 7.1.NH.A.2, 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.B.3, 7.1.NH.B.5, 7.1.NH.C.1, 7.1.NH.C.2, 7.1.NH.C.3</b>		
<b>ACTFL Modes of Communication:</b> <ul style="list-style-type: none"> <li>➤ <b>Interpersonal</b></li> <li>➤ <b>Interpretive</b></li> <li>➤ <b>Presentational</b></li> </ul>		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<b>SLO # 1</b> Demonstrate comprehension of short conversations and brief	<ul style="list-style-type: none"> <li>What is fashion?</li> <li>Who dictates fashion?</li> <li>How is a fashion icon</li> </ul>	<b><u>Authentic Print Material</u></b> Scan several designer ads. What is being described? What strategy is being employed to spark your interest?	<b>Perception of beauty in Latin America</b> <a href="http://www.vidadelatino.com/article/perception-">http://www.vidadelatino.com/article/perception-</a>	Fashion Magazines

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>written messages related to the fashion industry.</p> <p><b>7.1.NH.A.2</b> Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p><b>7.1.NH.A.4</b> Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p><b>7.1.NH.A.5</b> Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p>	<p>made?</p>	<p><b><u>Categorizing and sorting.</u></b> Give groups of students a number of fashion-related pictures and terms. Ask them to sort into like piles and create category titles based on the features inherent in the groups they make.</p> <p><b><u>Name that Magazine!</u></b> You are launching a new fashion magazine. Invent a title for the first issue with at least 3 headlines. Choose an eye-catching picture.</p> <p><b><u>Vacation Time!</u></b> The teacher will announce various vacation destinations. For each one, a volunteer will come up and select from a pile of clothing props to use in packing the suitcase. After determining the weather conditions at the destination, the volunteer will announce whether or not each item should be packed. Example: <i>Aquí tengo el</i></p>	<p><a href="http://www.beauty-latin-america.com">beauty-latin-america</a></p> <p><b>Top Latino designers and the stars who love them</b></p> <p><a href="http://www.huffingtonpost.com/2013/02/08/top-latino-designers-stars_n_2646320.html">http://www.huffingtonpost.com/2013/02/08/top-latino-designers-stars_n_2646320.html</a></p> <p><b>¡Avancemos! 2</b> ¿Cómo me queda? Textbook: pp 142-163 DVD 1</p>	<p>Fashion models and the big dream</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		<p><i>traje de baño. Lo traigo OR no lo traigo.</i></p> <p><b><u>Magic Box</u></b></p> <p>To introduce the clothing vocabulary, a magic box will be used. A volunteer student will extract an item from the box and teacher will lead the class in asking many questions about it. These questions will follow a hierarchy of difficulty:</p> <ul style="list-style-type: none"> <li>• Point to...</li> <li>• Yes/no</li> <li>• Either/or</li> <li>• Who? (Name person who is holding the item)</li> <li>• What? Name item (vocab word)</li> </ul> <p><b><u>¡A responder!</u></b></p> <p>Listen to the track and indicate the clothing or objects being described if you are wearing it.</p> <p><b><u>¡De compras!</u></b></p> <p>Listen to escena 1 of the Telehistoria, and then match the descriptions with the photos on</p>	<p><b>¡Avancemos! 2</b></p> <p>CD 4: Tracks 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>Cuaderno: pp. 99-101, 102-104, 105-107, 108-109,</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		<p>page 148 # 4.</p> <p><b><u>Opinions</u></b>                      Describe people’s opinions using different verbs from page 148 # 5. Write at least five sentences.</p>		
<p><b>SLO # 2</b>                      Indicate the significant role of fashion in Spain and its global impact.</p> <p><b>7.1.NH.A.3</b>                      Recognize some common gestures and cultural practices associated with target culture(s).</p> <p><b>7.1.NH.B.3</b>                      Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p>	<ul style="list-style-type: none"> <li>• What is Spain’s fashion impact globally?</li> <li>• To what extent does fashion reflect or influence culture?</li> </ul>	<p><b><u>Fashion Show</u></b>                      Have a <b>make believe</b> fashion show in your class. Select students to walk the runway, and commentators to describe the pieces of clothing worn by the models.</p> <p><b><u>Facebook Designer Page</u></b>                      Create a make believe Facebook page in Spanish for your favorite designer. Include name, profile picture, education and any other criteria that are acceptable by Facebook.</p> <p><b><u>Picture I.D.</u></b>                      Two similar fashion-related pictures are shown on a screen.</p>	<p><b>Spain’s Most Famous fashion Designers</b>  <a href="http://www.graciousgems.com/blog/spains-most-famous-fashion-designers/">http://www.graciousgems.com/blog/spains-most-famous-fashion-designers/</a></p> <p><b>Facebook page:</b>  <a href="http://thedaringlibrarian.wikispaces.com/Fakebook Page">http://thedaringlibrarian.wikispaces.com/Fakebook Page</a></p> <p><b>Traditional Spanish dresses</b>  <a href="http://www.donquijote.org/culture/spain/society/customs/spanish-">http://www.donquijote.org/culture/spain/society/customs/spanish-</a></p>	<p>Global influences</p> <p>Oscar de la Renta</p> <p>Manolo Blahnik</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		<p>One student provides a verbal description of one of the pictures to his/her partner who then draws it. The student who has been listening is given a choice of which picture A or B has been described. Switch roles and repeat for the next series of pictures.</p> <p><b>Questions in an envelope (sustained conversation).</b>            Pairs of students are given an envelope containing questions in the target language about the topic of fashion. The aim is to use the fewest of the questions. Listener asks for clarification, contributes to the dialog or asks follow up questions to keep the conversation going for two minutes.</p>	<p><a href="#">clothing</a></p>	
<p><b>SLO # 3</b>            Discuss chronological events of the growth of</p>	<ul style="list-style-type: none"> <li>How was the fashion industry in Spain launched?</li> </ul>	<p><b><u>Biography</u></b>            Select your favorite designer and write his/her biography based on research. Read your biography in</p>	<p><b>Spanish Fashion</b>  <a href="http://www.donquijote.org/culture/spain/fashion/">http://www.donquijote.org/culture/spain/fashion/</a></p>	<p>The individuality and exclusivity of designer fashion.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>fashion industry in Spain.</p> <p><b>7.1.NH.A.4</b> Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p><b>7.1.NH.B.5</b> Converse on a variety of familiar topics and/or topics studied in other content areas</p>	<ul style="list-style-type: none"> <li>Is Spain’s culture associated with the cutting edge of fashion?</li> </ul>	<p>the target language to the audience and allow for a Q&amp;A session.</p> <p><b><u>Journal Entry</u></b> Write a one page journal entry describing Spanish and American teenage fashion culture.</p> <p><b><u>Digital Voice Recorders</u></b> In groups of two, students respond to a scenario that they teacher projects onto the board. They are given two minutes to prepare and two minutes to speak into a digital voice recorder. Speech samples are collected into a teacher folder for grading with a rubric.</p> <p><b><u>Timeline</u></b> Create a timeline of at least 50 years showing the prominence of 4 major Spanish designers.</p>	<p><b>Spanish Fashion</b> <a href="http://www.spain.net/span-guide/spanish-fashion.html">http://www.spain.net/span-guide/spanish-fashion.html</a></p> <p><b>Spanish Influence on the Fashion Industry</b> <a href="http://www.spainbuddy.com/spanish-influences-on-the-fashion-industry/">http://www.spainbuddy.com/spanish-influences-on-the-fashion-industry/</a></p> <p><b>Documental- Oscar de la Renta</b> <a href="http://www.rtve.es/alacarta/videos/telediario/fall-ece-disenador-oscar-renta-despues-larga-lucha-contra-cancer/2821116/">http://www.rtve.es/alacarta/videos/telediario/fall-ece-disenador-oscar-renta-despues-larga-lucha-contra-cancer/2821116/</a></p>	<p>Fashion icons and symbols.</p> <p>Carolina Herrera</p> <p>Paco Rabanne</p> <p>Narciso Rodriguez</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p><b>SLO # 4</b>            Create a multimedia rich presentation that compares and contrasts American and Spanish designs and designers.</p> <p><b>7.1.NH.C.1</b>            Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p>	<ul style="list-style-type: none"> <li>• What is the impact of Spanish fashion on American designers?</li> <li>• How does Spanish fashion reflect culture?</li> </ul>	<p><b><u>Interviews</u></b>            In groups of 3, interview models based on the criteria set by your house of fashion. Conduct an interview and then present to the group.</p> <p><b><u>Photo Shoot</u></b>            Select a Spanish designer and create a photo shoot on a poster or iMOVIE. Introduce and present the designs to your audience in the target language.</p> <p><b><u>Venn Diagram</u></b>            Compare and contrast a Spanish/Hispanic designer with an American designer of the same period. Include details about their line, style, use of color and price range.</p>	<p><b>How do Spanish clothing sizes work?</b>  <a href="http://www.barcelona-metropolitan.com/practical/settling-in_1/how-do-spanish-clothing-sizes-work/">http://www.barcelona-metropolitan.com/practical/settling-in_1/how-do-spanish-clothing-sizes-work/</a></p> <p><b>Latin fashion Designers</b>  <a href="https://youtu.be/9ILd2sU12Nc">https://youtu.be/9ILd2sU12Nc</a></p> <p><b>Documental-Cristobál Balenciaga</b>  <a href="https://www.youtube.com/watch?v=dDUns2Av-nM">https://www.youtube.com/watch?v=dDUns2Av-nM</a></p>	<p>Models and recommended sizes.</p> <p>The influence of fashion on healthy/unhealthy eating habits.</p>
<p><b>SLO # 5</b>            Indicate the value of cultural products by</p>	<ul style="list-style-type: none"> <li>• Is being “fashionable” the same in all countries?</li> </ul>	<p><b><u>Shopping Spree</u></b>            Prepare a shopping list with prices in euros. Provide the</p>	<p><b>Fashion Trends in Latin America</b>  <a href="http://spice4life.co.za/th">http://spice4life.co.za/th</a></p>	<p>Celebrities and their influence on fashion.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>comparing and contrasting with local products.</p> <p><b>7.1.NH.B.5</b> Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p><b>7.1.NH.C.2</b> Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	<ul style="list-style-type: none"> <li>How is the emphasis on quality over quantity reflected in Spanish culture?</li> </ul>	<p>allocated monies in dollars. Based on the current currency rates, have students select the items they can purchase on their set budgets.</p> <p><b><u>Circumlocution.</u></b> Students work together in pairs. Provide Partner A with a list of 5 vocabulary words and Partner B with a different list. Partners may not share their lists with each other. Partner A starts by giving some clues in the target language so that Partner B will guess his first word. He/she continues with different ways to convey the message until Partner B guesses and the word and then the roles are reversed. Students should be equipped with target language paraphrases for this activity.</p> <p><b><u>Video Viewing</u></b> View Las 10 claves de Armancio Ortega Inditex Zara. Discuss in groups of 4 what we can learn</p>	<p><a href="http://look/fashion/fashion-trends-latin-america/">look/fashion/fashion-trends-latin-america/</a> <b>Currency Converter</b> <a href="http://www.xe.com/currencyconverter/">http://www.xe.com/currencyconverter/</a></p> <p><b>Zara documental Adrian Fogarasi comercial Oriente Medio</b> <a href="https://www.youtube.com/watch?v=XPPkJJsEA8k">https://www.youtube.com/watch?v=XPPkJJsEA8k</a></p> <p><b>ZARA</b> <a href="http://www.nytimes.com/2012/11/11/magazine/how-zara-grew-into-the-worlds-largest-fashion-retailer.html?_r=0">http://www.nytimes.com/2012/11/11/magazine/how-zara-grew-into-the-worlds-largest-fashion-retailer.html?_r=0</a></p> <p><b>Armancio Ortega:</b> <a href="https://www.youtube.com/watch?v=NjDSzMimaZY">https://www.youtube.com/watch?v=NjDSzMimaZY</a></p> <p><b>Biography:</b> <a href="https://www.youtube.com/watch?v=kL-">https://www.youtube.com/watch?v=kL-</a></p>	<p>The price of designer clothing, shoes and bags.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		from the richest man in Spain, creator of the Zara clothing label.	<a href="#">nbnTdLKw</a>	
<p><b>SLO # 6</b> Describe shopping experiences in the target language.</p> <p><b>7.1.NH.B.3</b> Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/ language during daily interactions.</p> <p><b>7.1.NH.C.3</b> Describe in writing people and things from the home and school environment.</p>	<ul style="list-style-type: none"> <li>• What is the impact of pop culture on Spanish fashion?</li> <li>• Where do Spanish teens shop?</li> <li>• What is shopping like in a Spanish-speaking country?</li> </ul>	<p><b><u>Journal Entry</u></b> Select a department store in Spain and write a Spanish-speaking country, and write a journal entry explaining the various sections and items that you were intrigued by during your visit.</p> <p><b><u>Job Interview</u></b> In groups of four, take turns conducting job interviews at a boutique by a team of three interviewers. Your conversation must last 2 minutes. It will be evaluated according to a rubric.</p>	<p><b>Spanish Culture and Nonverbal Communication</b> <a href="http://www.spanishprograms.com/spanish-culture.htm">http://www.spanishprograms.com/spanish-culture.htm</a></p> <p><b>Spanish for Shopping</b> <a href="http://www.studyspanish.com/travel/shopping.htm">http://www.studyspanish.com/travel/shopping.htm</a></p>	<p>El Corte Inglés</p> <p>Galerías Preciados</p> <p>Zara clothing – Galicia</p> <p>Spanish teenagers and fashion</p>

### Unit 3 Vocabulary

#### Unidad 3: Vocabulario: Ir de Compras

<p><b><u>Vocabulario</u></b>          Ir de compras          Mirar escaparates          La tienda de ropa          El tendedero          El precio          La vitrina          La caja          Por mi gusto          El negocio          La boutique          Mercado de pulgas          El centro comercial          Los grandes almacenes          El cliente          El vendedor          Bastante          Disculpeme señor/señora          Perdón          De diseño/alta costura          Prêt-à-porter          La marca          Un diseñador/una diseñadora          ¿Cuánto cuesta?          Cuesta...</p>	<p>¿Qué crees?          ¿Cómo te parece?          ¿Qué piensas de...?</p> <p><b><u>Los adjetivos</u></b>          Bonito/Bonita          Lindo/Linda          Elegante          Feo/Fea          Pequeño/Pequeña          Grande          Chévere          De moda          Pasado de moda/anticuado          Corto/Corta          Largo/Larga          Barato/Barata          Caro/cara          Bueno/Buena          Malo/Mala          Fantástico/Fantástica</p>	<p><b><u>Los verbos</u></b>          Hablar          Llegar          Escuchar          Pensar          Gustar          Comprar          Necesitar          Llevar          Quedarse          Vestirse          Ponerse          Quitarse          Visitar          Caminar          Continuar          Preguntar el precio          Querer          Vender          Volver          Preferir          Medir          Seguir          Ser          Estar          Ir</p>	<p><b><u>Revisión</u></b>          Los números          Vocabulario de ropa          Los adjetivos descriptivos          Muy          Demasiado/demasiada</p> <p><b><u>Les adjetivos demostrativos</u></b>  <b><u>Los interrogativos</u></b>          Ese          Esa          Este          Esta          ¿Cuál          ¿Qué          ¿Cuánto</p> <p><b><u>La comparación con los adjetivos</u></b>          Más caro/cara que          Más barato/barata que          Tan caro/cara como</p>
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### Unit 3 Grammar

This Unit will focus on the following grammatical concepts:

- Direct object pronouns
- Demonstrative adjectives
- Comparison of adjectives

### Unit Project (Choose 1)

1. Create an iMovie documentary on a Spanish or American fashion Designer in the target language. The movie should be between 4-5 minutes long. (i.e. Oscar de la Renta, Manolo Blahnik, Cristóbal Balenciaga or another of your choice).

2. Create a multimedia rich presentation on one of the themes provided:

- Department Stores
- Specialized Boutiques
- European Designer
- Impact and globalization of Spanish fashion
- Couture

Rubric Required

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