

Spanish Curriculum



Grade 8: Unit Two
Title: Let's Go Shopping!

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 at Paterson Public Schools will focus on acquiring communication skills and cultural exposure. It is divided into four units of study and encompasses the N.J.C.C.C. Standards for World Languages that address the need to prepare all students for an interdependent world.

The World Languages units for Grade 8 consist of the following four thematic units of study:

Unit 1: Cyber World

Unit 2: Let's go shopping!

Unit 3: Entertainment world

Unit 4: The arts

Pacing Chart – Unit 2

Pacing Chart – Unit 2			
#	Student Learning Objective	CCSS	9 weeks
1	Identify and describe clothing items orally and in writing	7.1.NM.B.3 7.1.NM.B.2 7.1.NM.A.4	
2	Identify and describe consumer shopping locations, experiences, and prices orally and in writing.	7.1.NM.B.2 7.1.NM.C.4 7.1.NM.A.4	
3	Describe clothing by color and style orally and in writing.	7.1.NM.A.4 7.1.NM.B.4	
4	Discuss and describe appropriate clothing for various seasons.	7.1.NM.B.3 7.1.NM.A.1 7.1.NM.A.5 7.1.NM.B.2	

Educational Technology

Standards

8.1.8.A.1, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.E.1, 8.1.8.F.1

➤ **Technology Operations and Concepts**

- Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

➤ **Creativity and Innovation**

- Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.

➤ **Communication and Collaboration**

- Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.

➤ **Digital Citizenship**

- Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

➤ **Research and Information Literacy**

- Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.

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

- Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.

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

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 individual or with Partners
- Individual Response Boards
- 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, Padlet
- 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 Understandings:

- Bargaining is an accepted practice in some cultures and not others
- Individual tastes and choices create individual styles.
- Leading designers play a big role in influencing fashion around the world

Grade: 8	Unit: Two	Topic: Let's Go Shopping!
New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.NM.A.1, 7.1.NM.A.4 , 7.1.NM.A.5, 7.1.NM/B.2, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.C.4		
ACTFL Modes of Communication:		
<ul style="list-style-type: none"> • Interpersonal • Interpretive • Presentational 		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
SLO # 1 Identify and describe clothing items orally and in writing Standard: 7.1.NM.B.3	<ul style="list-style-type: none"> • How and where are fashion trends set? 	<u>What to wear?</u> Ask a partner what he or she wears in the scenarios listed in Activity 4 p. 198 in the <i>Avancemos!</i> textbook. <u>Listening comprehension</u>	¡Avancemos! 1 Textbook: pp. 194-209 DVD 1 CD 4: Tracks 1, 2, 3, 4, 5, 6, 7, 8, 9 Cuaderno: pp 148-150, 151-153, 154-156, 157-	In general, the Spanish have a very modern outlook on clothing. They are keen on designer clothes but quality is more important than a

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Imitate appropriate gestures and intonation of the target culture(s)/ language during greetings, leave-takings, and daily interactions.</p> <p>Standard:7.1.NM.B.2</p> <p>Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>Standard: 7.1.NM.A.4</p> <p>Identify familiar people, places, and objects based on simple oral and/or written descriptions</p>		<p>Listen to the <i>Telehistoria escena</i> 1 audio and then complete the sentences on page 198 Activity 3 based on your comprehension of the episode.</p> <p>Random selections</p> <p>Place all students' names in a hat. Students randomly select a classmate and describe the clothing of the person drawn from the hat.</p> <p>Journal</p> <p>Write a journal entry to describe what you are wearing today.</p>	<p>158</p> <p>Quizlet Falschcards https://quizlet.com/106441835/spanish-2a-12-shopping-vocab-flash-cards/</p> <p>Hat/ Jar/ Bag Paper</p>	<p>designer name. Spanish made clothes tend to be high quality and reasonably priced.</p> <p>Teenage girls tend to wear trousers more than skirts. Denim is definitely 'in'. Teenage boys are keen on designer wear and appearance is important to them. Mature Spaniards dress conservatively and with style.</p>
<p>SLO # 2</p> <p>Identify and describe consumer shopping locations, experiences, and prices orally and in writing.</p>	<ul style="list-style-type: none"> • When is bargaining acceptable? • Are designers and fashion labels as important in other countries as they are in 	<p>Price Checking</p> <p>Individually, write sentences stating the prices of the items displayed on page 196 Activity 1. In pairs, take turns to ask/answer how much the items cost.</p>	<p>¡Avancemos! 1</p> <p>Textbook: p. 196 Activity 1</p>	<p><i>El Rastro de Madrid</i> or simply <i>el Rastro</i> is the most popular open air flea market in Madrid (Spain). It is held every Sunday and public</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Standard:7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>Standard: 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>Standard: 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions</p>	<p>the US?</p>	<p><u>Advertisement</u> You were given a very important job to advertise for the clothing company you work for. Select your favorite store and create a flyer advertising the merchandise. Present your flyer to the whole group.</p> <p><u>Fashion Interview</u> In groups, students will role-play a reporter and fashion models on the runway. Identify the model, ask about the clothes worn, the designer, which store it was purchased at, and any additional information you may want to obtain; models will respond and provide descriptions and answers.</p>	<p>De compra en el rastro - video https://www.youtube.com/watch?v=4-RY4NFujrw</p> <p>Magazines Catalogs Scissors Markers Glue</p> <p>Students' actual clothes Designer names Index cards</p>	<p>holiday during the year and is located along <i>Plaza de Cascorro</i> and <i>Ribera de Curtidores</i>, between <i>Calle Embajadores</i> and the <i>Ronda de Toledo</i>. A great variety of products (new and used) can be found at <i>el Rastro</i>. A number of antique shops in the local area are also open on Sunday.</p>
<p>SLO # 3 Describe clothing by color and style orally and in writing.</p> <p>Standard: 7.1.NM.A.4</p>	<ul style="list-style-type: none"> • How does the color wheel work? Is black a color? • What do we associate with dark clothing in 	<p><u>Table talk</u> Provide various colored pictures/ images from magazines and/or catalogs per table/center. Each student will describe one image and the clothing worn in that</p>	<p>¡Avancemos! 1 Textbook: p. 195 Textbook: p. 196 Activity 2</p>	<p>Scarves are in year-round (especially on women) and will give you Euro-flair and something warm around your neck when the cold</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Identify familiar people, places, and objects based on simple oral and/or written descriptions</p> <p>Standard:7.1.NM.B.4</p> <p>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<p>the American culture? in the Spanish culture?</p>	<p>image.</p> <p><u>Line Up</u> The teacher will display a series of pictures that are lettered. As she describes a given picture, students will decide which one is being described and write down the corresponding letter.</p> <p><u>Personal Shopper</u> In pairs, role-play a consumer and a personal shopper. Ask and respond to questions about articles of clothing, colors and sizes you would like your personal shopper to assist you in obtaining.</p> <p><u>Projection</u> Project a colorful image in the classroom and have students write a short description of the clothes worn in the image. Review and repeat the activity by projecting additional images.</p>	<p>Guided Questions Index Cards</p> <p>Clothing images from the web or large, printed images</p>	<p>spring rain beings to fall (and it will fall). Also, a few scarves in different tones and textures will spice up your wardrobe.</p> <p>The traditional dress of Spain is a complicated inter-mixture of Roman, Spanish, Arab, Berber and Latin fashions. Heterogeneous Spain has a glorious traditional dress and the colors and history of Spanish culture are adorned with the mixed influences of classy and contemporary, cultivated and fashionable, modest and secular, multiple and diverse fusions.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		<p><u>What do you think?</u> Talk with a partner about your opinion on fashion. Use Activity 8, p. 201 from <i>Avancemos</i> to guide your discussion.</p>	<p>¡Avancemos! 1 Textbook: p. 201 Activity 8</p>	
<p>SLO # 4</p> <p>Discuss and describe appropriate clothing for various seasons.</p> <p>Standard: 7.1.NM.B.3</p> <p>Imitate appropriate gestures and intonation of the target culture(s)/ language during greetings, leave-takings, and daily interactions.</p> <p>Standard: 7.1.NM.A.1</p> <p>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources</p>	<ul style="list-style-type: none"> How do we adjust to changes in temperature? 	<p><u>Scenarios</u> Provide various scenarios describing the weather and have students write a sentence per scenario describing appropriate clothing to wear in the weather conditions.</p> <p><u>Vamos de compras</u> Watch the video "Vamos de compras". In pairs, discuss the scene and respond to guided questions.</p> <p><u>Listening comprehension</u> Listen to the Telehistoria completa from <i>Avancemos</i>. Students may also follow text on p. 207. Individually, students assess their oral comprehension by completing Activity # 15 on p. 208.</p>	<p>Scenarios created by teacher</p> <p>¡Avancemos! 1 Comparación Cultural Textbook: p. 206</p> <p>Vamos de compras-video https://www.youtube.com/watch?v=HQTVw8rm7qg</p> <p>¡Avancemos! 1 Telehistoria completa Textbook: pp. 207-208 DVD 1 CD 4: Track 7</p>	<p><i>Mediterranean Spain</i> – runs from the north west of Catalonia to the province of Cadiz on the southern tip of Andalucía. The Mediterranean coast has high sunshine levels, from 6 hours per day in the winter to 12 hours per day in summer. Winters are mild and much warmer than central Spain.</p> <p>Rain in Spain is very rare from June to August although the northern Mediterranean coast may be liable to occasional heavy downpours.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>related to targeted themes.</p> <p>Standard: 7.1.NM.A.5</p> <p>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>Standard: 7.1.NM.B.2</p> <p>Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>		<p><u>Analyze the story</u> Students analyze the story by answering questions about the episode on p. 208 Activity 16. Students will then write a summary of the story in Spanish.</p> <p><u>Billy la Bufanda</u> Play the song and video for Billy la Bufanda. Students sing along. Complete associated website activities.</p>	<p>¡Avancemos! 1 Textbook: p. 208 Activity # 16</p> <p>Sr. Wooly https://www.youtube.com/watch?v=_cjV3gbex1E https://www.youtube.com/watch?v=IFJYXoaZpxQ</p>	<p>The <i>mantilla</i> is a traditional Spanish veil piece that is often worn during religious celebrations such as Spanish weddings. It is a light lace or silk scarf that is worn over the head or shoulders on a high comb and held in place by pins.</p>

Unit 2 Vocabulary
Unidad 2: Vocabulario: Let's Go Shopping!

Clothing/ La ropa	Vocabulary/Vocabulario	Stores/ Las tiendas	Adjectives/ Los adjetivos
Los pijamas	La talla	La tienda	Caro/ Cara
Los zapatos	El precio	La tienda de ropa	Barato/ Barata
Las botas	El euro	La tienda de zapatos	Bueno/ Buena
Las botines	La caja	El centro comercial	Bonito/ Bonita
Los pantalones	El dinero	El rastro	Grande
Los pantalones cortos	La ganga	El mercado	Pequeño/ Pequeña
Los jeans/los vaqueros/los tejanos	Precio fijo	La zapatería	Bajo/ Baja
Los calcetines	En oferta	La joyería	Gordo/ Gorda
Los guantes	Rebaja		Flaco/ Flaca
Los gafas	El cliente/ La cliente		Corto/ Corta
Las joyas	La dependienta		Largo/ Larga
La falda	El diseñador		Triste
La camisa	La diseñadora		Feliz
La camiseta	El modelo		Contento/ Contenta
La chaqueta	Estar de moda		Mal/ Malo/ Mala
La blusa	Estar pasado de moda		Demasiado/ Demasiada
El vestido	De algodón		Nuevo/ Nueva
El abrigo	De lana		Viejo/ Vieja
La sudadera	De cuero		Apretado/ Apretada
La corbata	De poliéster		Ancho/ Ancha
El cinturón	Sin mangas		
El traje	De manga larga		
El traje de baño	De manga corta		
La gorra	Las estaciones		
	El invierno		
	La primavera		

Unit 2 Vocabulary			
Unidad 2: Vocabulario: Let's Go Shopping!			
	El verano El otoño		
Colors/ Los colores	Activities/Actividades	Verbs/Los verbos	Other words and phrases
Rojo/ Roja Blanco/ Blanca Amarillo/ Amarilla Anaranjado/ Anaranjada Negro/ Negra Morado/ Morada Azul Verde Marrón Color pastel Color primario Color sólido Multicolor	Ir de compras Ir a mirar escaparates Gastar Ir al rastro Ir en busca de gangas Para negociar	Ser Ir Estar Gustar Querer Hacer Haber Poder Tener Ver Comprar Ayudar Pagar Costar Mirar Volver Fabricar Diseñar Cerrar Preferir Empezar	Por favor Quería... por favor ¿Me pondría...? ¿Tiene...? ¿Tienen...? ¿ Cuánto cuesta...? ¿Cuánto es...? ¿Cuánto vale...? De buen calidad De mal calidad ¿Dónde puedo comprar? ¿Hay...en otros colores? Solo quería mirar Vuelvo pronto Vuelvo más tarde Me queda bien Está de moda ¿Puedo probarlo/probarla? ¿Qué talla tiene?

Unit 2 Grammar

This Unit will focus on the following grammatical concepts:

- Direct and Indirect object pronouns
- Infinitive forms of regular verbs ar, er, and ir
- Present tense of irregular verbs – ser, estar, poder, ver, ir
- Present tense of Gustar + infinitive
- Present tense of verbs + infinitive
- Past tense
- Masculine and feminine adjectives
- Colors
- Prepositions of location
- Comparatives and superlatives
- Possessive adjectives
- Interrogative adjectives
- Question forms
- Command forms
- Negative and indefinite expressions

Hablar	Leer	Prescribir	Ver	Ir
Yo hablo	Yo leo	Yo prescribo	Yo veo	Yo voy
Tú hablas	Tú lees	Tú prescribes	Tú ves	Tú vas
Él/ella habla	Él/ella lee	Él/ella prescribe	Él/ella ve	Él/ella va
Nosotros hablamos	Nosotros leemos	Nosotros prescribimos	Nosotros vemos	Nosotros vamos
Vosotros habláis	Vosotros leéis	Vosotros prescribís	Vosotros veis	Vosotros vais
Ellos/ellas hablan	Ellos/ellas leen	Ellos/ellas prescriben	Ellos/ellas ven	Ellos/ellas van

Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. In groups of three, create a video about a shopping experience you had with your best friend. One student will play the role of the sales clerk, and the other two students will play the role of the clients. Be creative with your skits. Present your video to the whole group. Students will use a rubric to evaluate their peers' work.</p> <p>RUBRIC REQUIRED</p>	<p>2. Write a short story about an unforgettable shopping experience you have had with a family member or a friend. Describe in detail the entire experience, specifying time and place, season of the year, description of the location/store/city, and the items purchased during that fabulous day. Students read their stories to the whole group.</p> <p>RUBRIC REQUIRED</p>