

<b>Planned Course: Spanish II</b>	<b>Course Number: AH 509</b>	<b>Department: World Language</b>	
<b>Unit: ¡De compras!</b>	<b>Grade Level: 9-12</b>		
<b>Estimated Time: 9 weeks</b>	<b>Level/Track: Level II</b>	<b>Date Approved: August 27, 2018</b>	
<b>PA Academic Standards / ACTFL Standards</b>	<b>▶ Core Concepts (in question format)</b> • Skills/Knowledge	<b>Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)</b>	<b>Assessments (include types and topics)</b>

<p><b>PA Standards</b> <i>12.1 A-F, 12.3 A, B, 12.5 A, C, D</i></p> <p><b>ACTFL Standards</b> <b>1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2</b> <b>4.1, 4.2, 5.1, 5.2</b></p>	<p><b>AP Themes:</b></p> <p>▶ <b>Contemporary Life</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>- Where do people in the Spanish-speaking countries purchase clothing?</li> <li>- How do I describe clothing (colors, size, fit, type, etc.) in the target language?</li> <li>- How do I express my clothing shopping needs in the target language?</li> </ul>	<p><b><u>MODES:</u></b></p> <p><b>Interpretive (Audio, visual and audio visual)</b></p> <ul style="list-style-type: none"> <li>- Students will listen to clothing commercials in the target language &amp; identify cognates, key clothing items &amp; prices</li> <li>- Students will analyze audio regarding conversations about clothing needed for a party and identify key needs and preferences</li> </ul> <p><b>Interpretive (Written Print)</b></p> <ul style="list-style-type: none"> <li>- Students will interpret sale print ads in the target language &amp; identify cognates, key</li> </ul>	<p><b><u>MODES:</u></b></p> <p><b>Interpretive (Audio, visual and audio visual)</b></p> <ul style="list-style-type: none"> <li>- Students will analyze a recorded conversation in the target language to determine where they are going based on the clothing that is being described</li> <li>- Students will identify in the target language clothing being described in various online vlogs</li> <li>- Students will interpret in the target language the products described in student-made clothing commercials</li> </ul>
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	<ul style="list-style-type: none"> <li>- How do I describe past events?</li> <li>- What do traditional markets look like in Spanish-speaking communities?</li> <li>- How do native Spanish speakers express their knowledge (of people, places and/or things?)</li> </ul>	<p>clothing items &amp; prices</p> <ul style="list-style-type: none"> <li>- Students will analyze someone’s monthly planner in the target language &amp; make inferences about the clothing needed for their appointments</li> </ul> <p><b>Interpersonal (Spoken)</b></p> <ul style="list-style-type: none"> <li>-Students will perform a role play between friends that includes asking about &amp; complimenting their clothing in the target language</li> <li>-Students will respond in the target language to recorded questions using LINGT Language</li> </ul>	<p><b>Interpretive (Written Print)</b></p> <ul style="list-style-type: none"> <li>-Students will analyze blog/journal entries in the target language and identify key events and make inferences about the emotional perspectives of the author</li> <li>-Students will analyze infographics in the target language regarding shopping &amp; fashion tendencies in various Spanish-speaking countries</li> </ul> <p><b>Interpersonal (Spoken)</b></p> <ul style="list-style-type: none"> <li>-Students will perform a role play conversation between customers &amp; retail clerks in a clothing store</li> </ul>
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		<p>-Students will participate in a “human scavenger hunt” in the target language in order to find students who “knew” different activities, facts, people or places</p> <p><b>Interpersonal (Written)</b> - Students will respond to text messages in the target language about what was done &amp; worn for different events</p> <p>-Students will describe what they plan on wearing to specific upcoming school events in the target language on a Schoology discussion board</p>	<p>- Students will respond to and ask in the target language questions regarding shopping preferences in peer and/or teacher interviews</p> <p>-Students will respond in the target language to recorded questions using LINGT Language</p> <p><b>Interpersonal (Written)</b> - Students will respond to an email message about what they did and wore over the weekend</p> <p>-Students will respond in the target language to text messages describing various outfits seen in school</p>
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		<p><b>Presentational (Spoken)</b></p> <ul style="list-style-type: none"> <li>-Students will identify key clothing items and colors worn in various photos of famous Spanish-speaking celebrities</li> <li>-Students will analyze images &amp; express who, what and where is known by the people in the photos using SABER and CONOCER</li> </ul> <p><b>Presentational (Written)</b></p> <ul style="list-style-type: none"> <li>-Students will create a written description of what they would need/want to buy off a clothing ad in the target language</li> <li>-Students will create a written description of their dream outfit (items, colors, brands, fit, etc.) in the target language</li> </ul>	<p><b>Presentational (Spoken)</b></p> <ul style="list-style-type: none"> <li>-Student will describe the clothing (item, style, color fit, etc.) worn by student models in a prepared fashion show</li> <li>-Students will present in the target language about traditional clothing worn in varying Spanish-speaking countries</li> <li>-Students will create a clothing commercial in the target language</li> </ul> <p><b>Presentational (Written)</b></p> <ul style="list-style-type: none"> <li>-Student created a fictional story that described the weekend events of a famous celebrity</li> </ul>
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			-Students will research & create infographics in the target language describing what classmates “know” (saber VS conocer)