


Spanish 2/ Unit 2/ Lesson 6 - ¡De compras!					
Unit Description: This is Unit 2 of 5 for the year. This is a 7-week unit to master the main concepts covered in Lesson 6. Students will learn about clothing, shopping, and colors. They will learn about clothing designer Caroline Herrera from Venezuela. Students will review direct object pronouns from Spanish 1 and learn indirect object pronouns. They will learn preterite tense and demonstrative adjectives and pronouns. They will learn to skim a text, write a report, listen for linguistic cues, about <i>Galerías</i> , a Spanish department store, and open-air markets. Students will learn cultural, geographic, economic, and historical information about Cuba.					
Essential Questions: 1. How do people talk about shopping and describe clothing? 2. How do people talk about events in the past? 3. What types of markets are common in the Spanish-speaking world and why?					
Proficiency Target-Interpersonal Intermediate Low	Proficiency Target-Speaking Intermediate Low	Proficiency Target-Listening Intermediate Low	Proficiency Target-Reading Intermediate Mid	Proficiency Target-Writing Intermediate Low	
I Can Statements I can negotiate and pay for items I buy. I can have a conversation about the past.	I Can Statements I can talk about and describe clothing and discuss my preferences. I can talk about things that happened in the past.	I Can Statements I can understand basic questions about clothing. I can understand basic information about what people did in the past.	I Can Statements I can understand short, simple texts about clothing, shopping, and open-air markets. I can understand short, simple texts about things that took place in the past.	I Can Statements I can write an advertisement for a store. I can write a report for the school newspaper.	
Assessments:					
Diagnostic: 1. Pre-assessment 2. Essential questions 3. Q & A 4. Digital components from the Supersite		Formative: 1. Listening practice 2. Reading practice 3. Oral dialogs 4. Quizzes		Summative: 1. Unit assessment 2. Performance-based assessment, speaking and writing 3. Integrated Performance Assessment	
Standards to address in Unit: Communication—Interpersonal Mode (IP) MLII.IP1 The students exchange spoken and written information in the target language, utilizing cultural references where appropriate; MLII.IP2 The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language. Communication—Presentational Mode (P) MLII.P1 The students present information orally and in writing using familiar and newly acquired vocabulary, phrases, and patterns. Communication—Interpretive Mode (INT) MLII.INT1 A. Identify main ideas and essential details when reading and listening. Cultural Perspectives, Practices and Products (CU) <u>ML2.PS5.CU1:</u> Students are able to identify target language culture patterns typically associated with various activities, such as eating, shopping, leisure and celebrations. Connections, Comparisons and Communities (CCC) <u>ML2.PS6.CCC1:</u> Students recognize the influence of the target language on their own language as well as its reinforcement of information acquired in other content areas.					

ML2.PS7 .CCC4: Students will be able to give information and understand the impact of major current events on the target culture(s).

MLII.CCC2 The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture.

Know	Understand:	Do:
Expressions and vocabulary used when going shopping, particularly for clothing	What shopping in department stores and open-air markets is like in Spanish-speaking countries	Make decisions about what to buy and describe what you want to buy or what you have bought.