

Unit: Clothing

Proficiency Goal (teacher highlights one):

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
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Unit Learning Targets: (students self-assess, teacher assesses)

Language Proficiency:

What will students be able to do with they know?

Interpretive <i>Listening and Reading</i>	Interpersonal <i>Speaking and Writing (person-to-person)</i>	Presentational <i>Speaking and Writing</i>
· I can analyze and describe traditional, and 360° images of both a shopping area in Munich, and a garment making area in Bangladesh. · I can use a German weather website to assess the weather in Bangladesh. · I can choose clothing items from a German department store's website that are appropriate for the weather. · I can compare and contrast German city centers and shopping areas with those in Los Angeles.	· I can tell and ask about the living conditions of garment factory workers. · I can discuss my own shopping practices, and ask about how others shop. ● I can ask and tell what clothing looks like, and how much it costs. ● I can ask for, and tell, opinions on clothing. ● I can ask and tell where clothing comes from.	· I can describe an outfit, and tell why it is appropriate for the given weather, and how much it costs. · I can comment, and express opinions, on an outfit created by a classmate.

Intercultural Competence:

What intercultural competencies will students be able to demonstrate with what they know?

Products: social justice issues that focus on access to and relationships with tangible and intangible resources. Definitions from: (Glynn, Wesely,& Wassell, 2018)	Practices: social justice issues that arise from how people interact.	Perspectives: social justice issues stemming from attitudes, beliefs, and values.
• I can describe clothing found in a German department store.] • I can compare and contrast German and American clothing sizes. • I can compare and contrast German and American clothing stores.	· I can shop for clothes on a German website. · I can choose an outfit that makes sense for the given weather. · I can describe the living conditions of garment factory workers. · I can discuss the practice of keeping wages low to keep clothing production costs down.	· I can explain why people buy clothing from stores that sell fast fashion.