Grade Level: 9-12	Course Title: Spanish 2	Name of Unit: Diseño y moda
		Content Competencies
Course Standards: ACFTL **Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.** • **Interpersonal: Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.** • **Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.** • **Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.** **Culture: Interact with cultural competence and understanding.** • **Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.** • **Products to Perspectives: Learners use the language to investigate, explain, and**	**Communication: Students will comprehend oral and written language appropriate to the level** • **NOVICE RANGE: Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practices and memorized** • **Functions: Presents simple, basic information on very familiar topics by producing words, list, notes, and formulaic language using highly practiced language** • **Contexts/Content: Creates messages in some personally relevant contexts on topic that relate to basic biographical information** • **Text Type: Produces words and phrases and highly practiced sentences or formulaic questions** • **Language Control: Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood** • **Vocabulary: Produces a number of high frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics** • **Cultural Awareness: May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions** **Comprehension: Students will write and speak in the target language appropriate to the level** • **NOVICE RANGE: Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-ictable oral or written text, with strong visual support** • **Functions: Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized** • **Context/Content: Comprehends texts with highly predictable, familiar contexts (those related to personal background, prior knowledge, or experiences)** • **Text Type: Comprehends texts ranging in length from lists to phrases to simple sentences, often with graphically organized information** • **Language Control: Primarily relies on vocabulary to derive meaning from text** • **Vocabulary: Comprehends sone, but not all of the time, highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions** • **Cultural Awareness: Uses own culture to derive meaning from texts that are heard, read, or viewed**

reflect on the relationship between the products and perspectives of the cultures studied.

<u>Connections</u>: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

- Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

<u>Comparisons</u>: Develop insight into the nature of language and culture in order to interact with cultural competence.

- Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

<u>Communities</u>: Communicate and interact with cultural competence in order to participate in

<u>Production: Students will speak in the target language appropriate to the level</u>

- NOVICE RANGE: Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized
- Functions: Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying
- Contexts/Content: Able to function in some personally relevant contexts on topics that relate to basic biographical information
- Text Type: Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions
- Language Control: Can control memorized language sufficiently to be appropriate to the context and understood by the context and understood by those accustomed to dealing with language learners, however at times with difficulty
- Vocabulary: Able to understand and produce a number of high-frequency words, highly practiced expressions, and formulaic questions
- Cultural Awareness: May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication

Transfer

Students will be able to (SWBAT): Perform the following functions in the target language appropriately

- Talk about design and fashion in the target countries and in one's own country
- Identify fashion trends in the target country along with the fashion identifiers of traditional clothing for the target countries
- Communication via spoken and written forms about the topics read in the textbook
- Identify cultural characteristics of Colombia and Ecuador

<table>
<tr><td rowspan="2">multilingual communities at home and around the world.
• School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
• Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</td><td colspan="2"></td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>Possible Resources:
• VOCES online textbook
• www.wordreference.com
• www.quizlet.com
• www.conjuguemos.com</td><td>UNDERSTANDINGS:
Students should understand that…
• Identify styles and trends in fashion in the target countries.
• Express opinions on the definition of ‘the price of beauty’.
• Identify the standards of beauty around the world and how they compare to those in one’s own country.
• Describe what is considered a change in style over time in the target countries.</td><td>ESSENTIAL QUESTIONS:
• What do styles and trends in fashion indicate about a culture or society?
• What is the price of beauty?
• How do beauty standards vary around the world?
• How has what is considered in style changed over time?</td></tr>
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	Acquisition of Knowledge	Acquisition of Skills
	Students will know… **Vocabulary:** ● Fashion and design ● Directions **Grammar:** ● Ser vs. Estar ● The most, the least, the best, and the worst ● 'Se' with unintentional events ● Imperfect verbs ● Present tense ● Past tense (preterite) **Culture:** ● Life in Colombia ● Life in Ecuador ● Musical influences in both countries ● Engage in cultural investigations in both countries ● Read authentic materials about both countries	*Students will be skilled at…* ● Identify and use vocabulary pertaining to fashion and design ● Identify and use vocabulary. pertaining to telling directions in terms of location. ● Identify the difference between the two verbs that have the same meaning. ● Formulate and use superlatives correctly. ● Understand and use 'se' reflexive pronouns with unintentional actions correctly. ● The conjugations of the imperfect tense for regular verbs, ser, and estar. ● Repetition of the preterite tense conjugations. ● Review of the present tense with a focus on irregular verbs. ● Look at and identify the important elements through pictures and first-hand accounts. ● Listen to music native to the countries and engage in conversation about the genre, artist, time period, and meaning. ● Engage in cultural investigation.