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## **Modern Languages: Spanish Level III**

### **Unit 3: Fashion**

#### **Essential Question:**

How is shopping for clothes in a Spanish-speaking country similar to and/or different from shopping for clothes in the United States?

#### **What students should be able to do:**

##### **Elements:**

MLIII.IP1C Exchange opinions and preferences. (1, 2)

MLIII.IP1D Give detailed descriptions. (2, 3)

MLIII.IP2A Participate in an oral or written exchange reflecting the present. (1)

MLIII.IP2B Begin to participate in an oral or written exchange reflecting the future and past. (3)

MLIII.P1B Produce brief oral presentations in the present with increasing accuracy. (3, 4)

MLIII.P1C Write short, organized compositions in the present.

MLIII.CCC2C Compare cultural aspects of target language and students' own cultures. (4)

MLIII.CCC3B Demonstrate understanding of how target language and English differ in various ways. (1)

MLIII.CCC4B Locate and use community and Internet resources in the target language. (4)

#### **What students should know:**

Present Tense

Preterit Tense versus Imperfect Tense

Future Tense

Verbs: to buy, to convert, to compare, to shop, to arrive, to walk, to enter, to find, to write, to be able, to understand, to check into a hotel, to pay, to travel, to wear, to invent, to purchase, to need, to report, to tell, to write, to volunteer, to participate, to select, to accept, to sit, to realize, to want, to explain, to send, to think, to respond,

Vocabulary: clothing items, words related to sizes of clothing, words related to travel, words related to professions and different group of people, numbers 1-56, appropriate greetings and farewells for letter writing, and names of shops, clothing items, words related to fashion jargon, words related to decades, words related to fashion shows, words related to clothing and different types of cloth, words related to designing and marketing clothes, words related to fashion, regional (slang) expressions related to clothes being fashionable, to graduate, to be, to investigate, to design, to present, to explain, to appeal

Idiomatic expressions: to be in style, to pack a suitcase, to be \_\_\_ years old

## **Summative Performance Based Assessment 1:**

**Elements:** MLIII.IP1C, MLIII.IP2A, MLIII.CCC3B

### **Where's My Size?**

#### **Student Task:**

You are going to graduate in a few months, and to celebrate your parents have allowed you to go on your senior trip to Spain. When you arrive, you are told that there will be a formal graduation dinner at the end of the week in a nice Spanish restaurant, but you do not have formal clothes. Since you have some free time to walk through the streets of Madrid before checking into your hotel, you decide to buy a suit or dress and other necessary clothing items. When you enter the clothing store, you notice that the sizes of clothing are different from what you are used to. You can't seem to find your size in anything. Not only are the numbers different, but the words for sizes are all different, too. You notice a conversion chart (SPIII – 3 PBA 1) in the tourist packet of information that you have with you. Using this chart, you are able to find your sizes in all types of clothing items.

Converse with the store employee (a partner), and create a dialogue regarding the differences in numbers and words for sizes (USA vs. Spain) of the clothing that you want to buy. During your dialogue, the store employee and you should exchange opinions and preferences of the clothes, and discuss what it is that you want to buy for the formal graduation dinner.

#### **Teacher note:**

The clothing conversion chart may be found in the SPIII – 3 PBA 1 file.

#### **Scoring Rubric:**

##### **3 EXCEEDS EXPECTATIONS**

Explains the differences (USA vs. Spain) in the sizes of all listed items using the conversion chart.

Exchanges opinions and preferences of all listed items using the conversion chart.

Pronunciation is free of major errors and is easily comprehended.

Grammar is free of major errors that would impede understanding.

##### **2 MEETS EXPECTATIONS**

Explains the differences (USA vs. Spain) in the sizes of at least three items using the conversion chart.

Exchanges opinions and preferences of at least three items using the conversion chart.

Pronunciation errors occur which do not impede comprehension.

Some grammatical errors may occur, but they do not impede understanding.

**1 APPROACHES EXPECTATIONS**

Explains the differences (USA vs. Spain) in the sizes of one or two items using the conversion chart.

Exchanged opinions and preferences of one or two items using the conversion chart.

Pronunciation impedes comprehension.

Major grammatical errors occur which impede understanding.

**U UNSATISFACTORY**

Little or no attempt made.

**Summative Performance Assessment 2:**

**Elements:** MLIII.IP1D, MLIII.IP2A, MLIII.IP2B, MLIII.P1C

***La Moda del Futuro (Future Fashion)***

**Student Task:**

A time machine that allows someone to travel into the future has recently been invented. *La Moda del Futuro*, a Spanish fashion magazine, has purchased this time machine, and now needs someone who is adventurous and bilingual to travel into the future to report on the Spanish fashion of the future. Being an adventurous person and pretty proficient in Spanish, you have entered a contest that would allow you to participate in this adventure. Guess what? You have won the contest! You may travel to any date in the future that you want, but you must report back to *La Moda del Futuro* on the fashion of at least eight of the 20 groups of people listed, and you must report on at least two groups of people that are not listed. In all, you will explain what ten different groups of people will wear in the future. Send a space-mail (the future's version of our email) to *La Moda del Futuro* about what people of the future will wear.

Choose from the following groups of people:

Male teenagers

Female teenagers

Teachers

Athletes (any sport)

Musicians

Restaurant employees

Babies

Elderly people

Preachers/rabbis/priests/ministers

Mailmen

Soldiers

Models

Policemen/policewomen

Firemen/firewomen

Astronauts

Millionaires

The president of the USA

Nurses

Judges

Surgeons

**Scoring Rubric:**

**3 EXCEEDS EXPECTATIONS**

Reports on more than ten different groups of people (eight from the list and three from the student's imagination).

Writes more than ten complete sentences using both the future and the present tenses.

Expresses his or her opinions and preferences with very few errors, which do not impede comprehension.

**2 MEETS EXPECTATIONS**

Reports on ten different groups of people (eight from the list and two from the student's imagination).

Writes ten complete sentences using both the future and the present tenses.

Expresses his or her opinions and preferences with some errors, which do not impede comprehension.

**1 APPROACHES EXPECTATIONS**

Reports on less than ten different groups of people (seven or eight from the list and one or two from the student's imagination).

Writes less than ten complete sentences using the present tense.

Expresses his or her opinions and preferences with many errors. Some of these errors impede comprehension.

**U UNSATISFACTORY**

Little or no attempt made.

**Summative Performance Assessment 3:**

**Elements:** MLIII.IP1D, MLIII.P1B

**Decades Fashion Show**

**Student Task:**

The Student Government Association is hosting a decades' fashion show in which groups of students may model clothes from various decades in order to raise money for a local charity in a nearby Spanish-speaking town. You believe that it is very important to help local charities, and for that reason, you wish to participate. With a group of four to six people, choose a decade and research the fashion of this decade on the Internet. Collect clothes that are appropriate for this decade for the fashion show (improvise, if you must). Each person in the group should write a detailed description in Spanish of what one other person in the group is wearing. As each member models the clothes, another member of the group will present to the class what the person is wearing.

**Teacher note:**

In your class, every group should choose a different decade so that several decades are represented. The classroom should be set up with red butcher paper (usually available in your media center) in the shape of a T so that students are able to walk up and down the center and front of the room on the “red carpet.” Play a variety of music in the background that represents the particular decade that each group has chosen.

**Scoring Rubric:**

**3 EXCEEDS EXPECTATIONS**

Wears decade-appropriate clothes that clearly exemplify the chosen decade.  
Writes and speaks more than eight complete sentences describing in detail what another person in the group is wearing.  
Pronunciation is free of major errors and is easily comprehended.  
Grammar is free of major errors that would impede understanding.

**2 MEETS EXPECTATIONS**

Wears some clothes that represent the chosen decade, but could possibly have been fashionable in another decade, as well.  
Writes and speaks seven or eight complete sentences describing what another person in the group is wearing.  
Pronunciation errors occur which do not impede comprehension.  
Some grammatical errors may occur, but they do not impede understanding.

**1 APPROACHES EXPECTATIONS**

Wears a few clothes that barely resemble the chosen decade.  
Writes and speaks less than seven complete sentences describing what another person in the group is wearing.  
Pronunciation impedes comprehension.  
Major grammatical errors occur which impede understanding.

**U UNSATISFACTORY**

Little or no attempt made.

## Summative Performance Assessment 4:

Elements: MLIII.P1B, MLIII.CCC2C, MLII.CCC4B

### Ph.D. in Fashion Design

#### Student Task:

You have just graduated from college with a Ph.D. in Fashion Design. You are now ready to make your mark on the world of fashion. Your market is teenagers in both the United States as well as Spanish-speaking countries. Using community and Internet resources written in English **and** Spanish, conduct research on the fashion trends for teenagers in these different cultures. Design one complete outfit for a teenager (male or female) in the United States and a different outfit for a teenager (male or female) in a Spanish-speaking country. Present your two outfits to the class and explain, in terms of cultural marketing, why the outfits are different. Choose one gender for both outfits.

#### Teacher note:

Students will be able to find fashionable clothes in English and Spanish simply by going to google.com and searching various clothing stores. There are a variety of trendy fashions at the following websites:

<http://www.walmart.com/catalog/catalog.gsp?cat=451612>,

<http://www.oldnavy.com/browse/home.do>, <http://www.elcorteingles.es/>, etc.

The means by which students may design outfits are limitless. They may create outfits using actual cloth, using the computer to draw or graph the outfits, or even using paper dolls. Let their imaginations run wild! ☺

#### Scoring Rubric:

##### 3 EXCEEDS EXPECTATIONS

Uses community and Internet resources written in English and Spanish to conduct research.

Compares more than three aspects of target language culture and student's own culture in the presentation.

Designs more than two complete outfits, one or two for a teenager in the United States and one or two for a teenager in a Spanish-speaking country.

Pronunciation is free of major errors and is easily comprehended.

Grammar is free of major errors that would impede understanding.

##### 2 MEETS EXPECTATIONS

Uses community or Internet resources written in English and Spanish to conduct research.

Compares three aspects of target language culture and student's own culture in the presentation.

Designs two complete outfits, one for a teenager in the United States and one for a teenager in a Spanish-speaking country.

Pronunciation errors occur which do not impede comprehension.

Some grammatical errors may occur, but they do not impede understanding.

## 1 APPROACHES EXPECTATIONS

Uses community Internet resources written in English to conduct research.

Compares less than three aspects of target language culture and student's own culture in the presentation.

Designs less than two complete outfits, one for a teenager in the United States or one for a teenager in a Spanish-speaking country.

Pronunciation impedes comprehension.

Major grammatical errors occur which impede understanding.

## U UNSATISFACTORY

Little or no attempt made.

## Interdisciplinary Instructional Tasks

### Interpersonal Communicative Tasks

- 1. ¡Qué ganga! (What a bargain!) (Math):** Your family has recently been relocated to South America because your dad received a promotion. With the extra cash that your family will be earning your mother and you have decided to open your own clothing store with a name and fashion line of your choice in Santiago, Chile. In groups of three or four, set up a clothing stand with various articles of clothing with prices on them. Above the articles of clothing make signs that will allow your customers to take an additional discount off of the items. The discounts should range from 10% to 75%. You should have at least five different discount options. Carry on a conversation with each of your clients about the great sales that you are having in your store and the various discounts that you offer. (Teacher's note: Half of the class will set up clothing stands for part of the class period or for a complete day while the other half shops. Change roles during the second half of the class or the next day. Students should be given five checks [SPIII – 3 Act. 1] in order to purchase items. All students should purchase at least five items from various stores. At the bottom of the check, where it says "memo," students should write down the clothing item, the original price, and the discount.
- 2. Survey Says (Language Arts):** You have been selected to study abroad for one year as an exchange student in Uruguay. You registered to take the yearbook class, and the editor has asked you to cover today's fashions. She would like for you to report on what today's teenagers believe is in and what is out. In order to get an idea about what teenagers think is fashionable, take a poll of ten Uruguayan students in your class (SPIII – 3 Act. 2). Ask each student his or her name, what he or she thinks is in and what he or she thinks is out.

3. **Shipwrecked (Science):** You recently went on a cruise and have been shipwrecked on an island off of the coast of Spain. You have been fortunate enough to make peace with the few natives there who speak Spanish. Their idea of clothing is very different from what you are accustomed to wearing. Create an outfit with the resources that you can find on the island (there is no cloth on the island). The outfit must be able to protect you from heat, cold, or rain. Wear the outfit and speak with five other people who were shipwrecked with you about their creations. During your conversations, write down the five people with whom you speak and their articles of clothing (SPIII-3 Act 3). In your opinion, which of the five outfits is most effective for protecting from heat, cold, or rain? Why?
4. **Cold Day in July (Geography):** You have a cousin who lives in Asunción, Paraguay. He or she wants you to come for a visit during your summer break. Call your cousin and discuss what articles of clothing you should bring with you. Keep in mind the seasonal differences between Paraguay and the United States.
5. **I want my MTV (Music):** You went to a sleepover last night. You and your friends stayed up all night watching music videos. The exchange student from Colombia who lives with you and your family was unable to attend because of a prior commitment. Pick at least three different musicians that you are familiar with and describe to the friend the clothing that they typically wear in videos. Be very descriptive. Ask your friend also to describe the typical attire of three different musicians that he or she is familiar with to you.

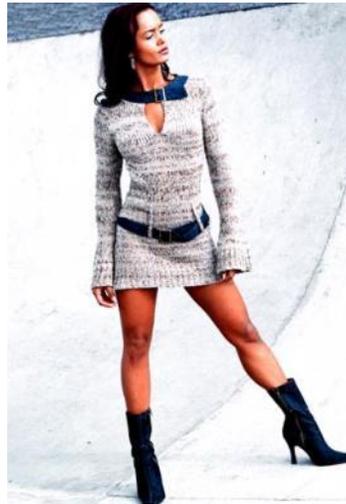
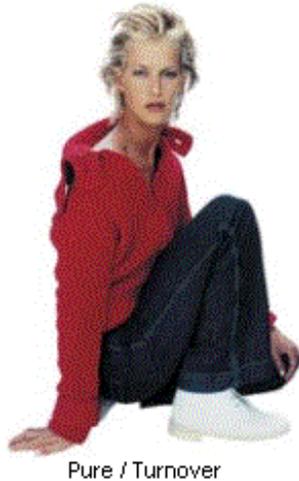
### Interpretive Communicative Tasks

6. **Lady in Red (Social Studies):** You work for an international fashion company that has its headquarters in San José, Costa Rica. This company selects the most modern aspects of clothing from all continents to create a new look that represents several cultures in each article of clothing. Look at these clothing styles from three different cultural groups. Write a short paragraph in Spanish giving a detailed description of what each person is wearing and which aspects of their outfits you would combine into one. (Teacher's note: The pictures were found on google.com images under "European clothes, Asian clothes, and African clothes," respectively).



7. **Básquetbol (Basketball)(Physical Education):** Your school is hosting a club basketball tournament in which each club will enter one team. You have decided to try out for the Spanish Club team because you are a good Spanish student and you believe that you play basketball well. Tryouts are today. Show your expertise in Spanish and basketball shooting skills as you compete against other students who are also hoping to make the team. (Teacher's note: Divide the students into two teams. Place a basketball net in the front of the room. A 5-gallon bucket placed on a desk, leaning against a wall in the front of the room, with something heavy in the bottom works well. You will need a soft Nerf ball to play. Put two different strips of masking tape on the floor, one about eight feet away from the net [the two-point shot] and one about 12 feet away [the three-point shot]. The two strips of masking tape should be parallel to each other. Show the first player from one team a flashcard with a clothing vocabulary picture on it. The student must say the vocabulary word and use it in a sentence. If the student does this correctly, he or she is awarded two points just for completing the task correctly. Then he or she may choose to shoot a basket for either two or three more points. In theory, each player could earn up to five points for the team. Then show the first person from the second team a flashcard. If the player is not able to complete the task, he or she is not allowed to shoot the ball).
8. **“Moda” (Fashion) Models (Art):** You have been selected to be an exchange student who will study in Lima, Perú. In addition to your core classes, you have also decided to take an art class. Your instructor has been approached by Moda, a clothing company that wants a capable student to draw some ads for its magazine, *Está de Moda*. As the magazine's most up-to-date fashion is top secret, a representative from the company would like to describe what the models used to wear and have the students draw the outfits based on what they hear him say.

Listen and draw as the representative describes what the models used to wear.  
(Teacher's note: use the following pictures to describe in the imperfect what the models used to wear).



**9. Muévete si llevas/tienes (Move if you are wearing/if you have). . . (Physical Education):** You are in México during your spring break on a mission trip. The school in the town that you are visiting is still in session, and your group is allowed to visit. The school spirit committee at this school is interested in finding out which clothing items are most popular among high school students in order to stock the school spirit store. The committee members have designed a poll which will require students to move if they own or are presently wearing certain articles of clothing. The more people who move, the more popular the clothing item. Your group is invited to participate in this fun poll. A representative (your teacher or a capable student) from this committee takes an informal poll of clothing. He or she will say “Muévete si llevas/tienes (Move if you are wearing/Move if you have” If you are wearing, or if you have (at home), the article of clothing mentioned, stand up and move to an empty seat in the classroom. Students may move to any seat in the room. (Teacher's note: you should add color, pattern or size to the description to make it more interesting. You could also remove one seat so that someone is always standing [like the game of musical chairs]. The person standing could then come up with the next article of clothing that would make the students move).

**10. Extended Learning (Language Arts):** You and several of your friends are in your junior “study abroad” year of college in Buenos Aires, Argentina. The final exam is approaching and you need help. You all have contacted the National Honor Society to help you find tutors. The leader of the NHS has set up tutors to meet with all of you, but the tutors do not know who you are or what you look

like. Write a detailed description of what you are wearing (include colors and patterns of clothing articles) and give it to your teacher. As your teacher reads each description, your classmates will help to identify who you are.

### **Presentational Communicative Tasks**

- 11. *Stylin' and Profilin'* Classroom newsletter (Language Arts):** Using the “Survey Says” poll from SPIII-3 Act 2, design one page of a Spanish classroom newsletter in which you publish results of your survey. Type an article and take pictures of what your classmates stated was in or out. Present your page of the classroom newsletter to your classmates. (Teacher’s note: The newsletter may be presented on poster board, PowerPoint, graphing paper, etc.).
  
- 12. Uniquely Us – Fashion Catalogue: (Art):** Your best friend’s parents, who own a home in Lima, Perú, have invited you to go on vacation with them for the whole summer. The *Está de Moda* fashion magazine is always looking for new fashions. You believe that you and your friend are very knowledgeable about fashion and have what it takes. In pairs, create a fashion catalogue that highlights your group’s own brand of clothing. Each person should design six unique articles of clothing, which may be drawn on paper with colored pencils. At the bottom of each of the drawings, give a detailed description of the article of clothing (write at least three sentences for each article). Bind the pages into a little book and present the book to the fashion magazine (the class). Explain why your brand of clothing is trendy and why your audience should buy your brand of clothing.
  
- 13. “Zapalones” (Shoepants): (Science):** The fashion industry has begun a new trend, that of combining two articles of clothing into one. Because this is a new idea, the industry is always looking for new and upcoming creations. You are a very creative person and see this as a unique opportunity to become an inventor. Using a clothing vocabulary list, such as the ones found at <http://members.tripod.com/spanishflashcards/> or <http://www.vocab.co.uk/vocabulary/uk/spanish/clothing.htm> create an article of clothing that does not exist by combining two different articles of clothing into one. An example might be to combine shoes (zapatos) with pants (pantalones) and to call this one article of clothing “zapalones.” Then bring this article to class and model it as you explain your new invention, how much it costs, and why it is better combined as one article rather than two.
  
- 14. So you think you can sing! (Music):** Your school is having its annual talent show to support the Thanksgiving clothing drive. Talent show organizers have requested that all acts deal with the clothing drive theme. Individually or in small groups of two to four, write, sing and perform a song from any musical genre with lyrics in Spanish about clothing. Perform this song in front of the class. Wear the clothing articles that are mentioned in your song.

**15. Year-round school – year-round vacations! (Health):** The county just announced the new school calendar: year-round school! The best part about the new schedule is that families within the community will be able to take a vacation during each of the four seasons. Your boss at the local travel agency has given you the opportunity to design a new brochure that will highlight various vacation spots for all seasons of the year. He wants you to explain in the brochure where people might like to go, what they might like to do there, and what clothing should be worn during the time of year that they might plan to go. Since your county has a large Spanish-speaking population, and since the owner of the travel agency speaks Spanish, he would like you to do the brochure in Spanish. You will have the opportunity to present your ideas in Spanish to the company owner at the next company meeting. Think of your favorite vacation spot, or create your own vacation spot, and design a travel brochure in which you highlight one or more excursions for each of the four seasons. Illustrate your brochure, and suggest appropriate attire for each of the excursions keeping in mind the weather of each season. Write at least three sentences for each excursion. (Teacher note: During the first part of the class period, half of the class will set up “travel agencies” in which travel agents will showcase their vacation spots. As visitors visit your table, explain the excursions to them as well as the clothing that they should wear.)