

**UNIT OVERVIEW: Shopping**

**World Language**

STAGE ONE: Identify Desired Results		
Established Goals/Standards	Long-Term Transfer Goals	
	<a href="#">ACTFL Standards</a>	<i>At the end of the Shopping unit, students will use what they have learned to independently</i>
	S1.1, 1.2, 1.3	<ul style="list-style-type: none"> <li>Communicate in the target language, in various situations, about themselves and others.</li> <li>Be tolerant and sensitive to cultures different than their own</li> </ul>
	2.1,	
	3.1	
4.1, 4.2		Meaning
5.1	<p><b>Enduring Understandings</b> <i>Students will understand that</i></p> <ul style="list-style-type: none"> <li>Shopping is made up of stores, stores, items, clothing, and accessories. Buying and Selling. Money, cost, sales, tax, currency. Numbers up to 1,000 and common shopping interactions.</li> <li>Language follows patterns that are often messy and unpredictable.</li> <li>Studying the physical environment of another culture offers insight into our own.</li> <li>Language learning involves acquiring strategies to fill communication gaps.</li> <li>Members of one culture may make assumptions about other cultures based on their own attitudes, values, and beliefs.</li> </ul>	<p><b>Essential Questions</b> <i>Students will consider such questions as...</i></p> <p>How can I use new vocabulary to communicate in the target language?</p> <p>How does the content of the World Languages classroom help me understand who I am in the world in which I live?</p> <p>How can I survive and thrive using the target language in and outside of the classroom?</p> <p>How will recognizing grammatical patterns help me with language acquisition?</p> <p>How do the practices and perspectives of other cultures compare to my own?</p> <p>How do our shopping habits reflect ourselves and our culture?</p>
		Acquisition
	<p><i>What knowledge will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> <li>Students will learn vocabulary and useful phrases for Physical Education.</li> <li>Students will acquire syntax strategies; <i>irregular verbs, negatives, interrogatives, commands.</i></li> <li>Students will learn about shopping norms and practices of other cultures ie, advertising, currency, fashion</li> </ul>	<p><i>What skills will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> <li>Students will apply shopping vocabulary in order to provide and obtain information related to:                             <ul style="list-style-type: none"> <li>Buying and selling clothes and accessories</li> <li>Using numbers up to 1,000 to express cost, sales, taxes, denominations of money.</li> </ul> </li> <li>Students will use knowledge of syntax to communicate both expressively and receptively.</li> <li>Students will gain an appreciation of another culture’s customs and habits in shopping.</li> </ul>

STAGE TWO: Determine Acceptable Evidence	
	Assessment Evidence
<p>Criteria to assess understanding:</p> <p>Teacher created rubrics based on NYS Assessments.</p>	<p>Performance Task focused on Transfer:</p> <ol style="list-style-type: none"> <li>1. In this performance task, students will create and present a shopping project:</li> </ol> <p><i>This performance task centers on ACTFL Standards</i></p> <p><b><i>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics</i></b></p> <p><a href="#">Teacher Created Rubric</a></p>
	<p>Other Assessment Evidence:</p> <p>Homework, Class Participation, Classwork (listening, reading and writing activities in TL), Informal Speaking Tasks, Quizzes, Unit Test</p>

T, M, A (Code for Transfer, Meaning Making and Acquisition)	<b>STAGE THREE: Plan Learning Experiences</b>																																																						
<p>Lessons 1-2: A, M</p> <p>Lesson 3-4: A, M</p> <p>Lesson 5-6 M,T</p> <p>Lesson 7 A, M, T</p>	<p><b>Learning Events:</b></p> <p>Lessons 1 and 2: Scholars identify and use physical environment vocabulary with imagery, audio and kinesthetic activities in context.</p> <table border="0" data-bbox="292 567 1396 1008"> <tr> <td>BUY</td> <td>COST</td> <td>TOTAL</td> <td>EXPENSIVE</td> <td>CHEAP</td> <td></td> </tr> <tr> <td>MONEY</td> <td>CLOTHING</td> <td>SHIRT</td> <td>SCARF</td> <td>HAT</td> <td></td> </tr> <tr> <td>JACKET</td> <td>MITTENS/GLOVES</td> <td>SHORTS</td> <td>PANTS</td> <td>BELT</td> <td></td> </tr> <tr> <td>DRESS</td> <td>SKIRT</td> <td>SWEATER</td> <td>SHOES</td> <td>TIE</td> <td></td> </tr> <tr> <td>SOCKS</td> <td>BATHING-SUIT</td> <td>WATCH</td> <td>PURSE</td> <td>RING</td> <td></td> </tr> <tr> <td>NECKLACE</td> <td>EARRINGS</td> <td>HOW-MUCH</td> <td>CREDIT-CARD</td> <td>SAVE</td> <td></td> </tr> <tr> <td>OWE/DUE/AFFORD</td> <td>PAY</td> <td>PAYCHECK</td> <td>SHOP/SHOPPING</td> <td>CHECK</td> <td></td> </tr> <tr> <td>BROKE (money)</td> <td>CASHIER</td> <td>DOLLARS</td> <td>CENTS</td> <td>SALE</td> <td></td> </tr> </table> <p>Lessons 3 and 4: Scholars are using vocabulary in context and learning how to incorporate pronouns, prepositions, and verb placement into phrases and sentences. Scholars are learning grammatical strategies to express opinions about physical environment and give simple commands. Scholars are practicing expressive/receptive/interactive activities.</p> <p>Lessons 5-6: Scholars create and present a Shopping Project.</p> <p>Lesson 7: Scholars will review shopping material and then take a unit exam.</p>						BUY	COST	TOTAL	EXPENSIVE	CHEAP		MONEY	CLOTHING	SHIRT	SCARF	HAT		JACKET	MITTENS/GLOVES	SHORTS	PANTS	BELT		DRESS	SKIRT	SWEATER	SHOES	TIE		SOCKS	BATHING-SUIT	WATCH	PURSE	RING		NECKLACE	EARRINGS	HOW-MUCH	CREDIT-CARD	SAVE		OWE/DUE/AFFORD	PAY	PAYCHECK	SHOP/SHOPPING	CHECK		BROKE (money)	CASHIER	DOLLARS	CENTS	SALE		<p><b>Evidence of learning:</b> <i>(formative assessment)</i></p> <p>Daily Informal Assessment (Ticket Out the Door, Journals, Warm Up, Class Participation, Graphic Organizers) Lessons 1-7</p> <p>Quizzes</p> <p>Presentation (Lesson 5-6)</p> <p>Unit Test (Lesson 7)</p>
BUY	COST	TOTAL	EXPENSIVE	CHEAP																																																			
MONEY	CLOTHING	SHIRT	SCARF	HAT																																																			
JACKET	MITTENS/GLOVES	SHORTS	PANTS	BELT																																																			
DRESS	SKIRT	SWEATER	SHOES	TIE																																																			
SOCKS	BATHING-SUIT	WATCH	PURSE	RING																																																			
NECKLACE	EARRINGS	HOW-MUCH	CREDIT-CARD	SAVE																																																			
OWE/DUE/AFFORD	PAY	PAYCHECK	SHOP/SHOPPING	CHECK																																																			
BROKE (money)	CASHIER	DOLLARS	CENTS	SALE																																																			