

UNIT THREE: THRIFT STORE

PERFORMANCE CONTINUUM		
NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID+
BELOW EXPECTATIONS	🎯 LOWEST ACCEPTABLE PERFORMANCE	🎯 TEACH TO...
<p>Approaching Expectations</p> <p>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions..</p>	<p>Meeting Expectations</p> <p>I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>Exceeding Expectations</p> <p>I can maintain conversations about me and my life. I can get what I need and express my self. I connect some sentences together but I use more than one sentence at a time. I use transitional words between thoughts. Finally I can ask and answer a variety of questions.</p>

PERFORMANCE TARGET

I CAN HAVE A CONVERSATION ABOUT MY SHOPPING PREFERENCES.

SUMMATIVE ASSESSMENTS

Interpersonal Interview	Presentational Writing
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You and one of your classmates will take turns interviewing each other about your shopping preferences. How and where do each of you like to shop and why?

Use the following questions to get started:

What are your shopping preferences?

- On line, stores, catalogs and why
- Types of items purchased and why

What types of advertisements attract you and why?

- TV, magazine/newspaper, online

Scholastic Magazines is starting a blog to allow high school students to share their thoughts on various topics in the language that they are studying. Write a blog post about how you experience the marketplace. Make sure to include both online shopping as well as places you shop in your community, what types of advertising attracts you, and about your experiences making purchases

ADVANCED PLACEMENT ALIGNED THEMES

Family and Community; Beauty and Aesthetics

THRIFT STORE (clean version)
<https://vimeo.com/56256943>

UNIT THREE: HONORS ENRICHMENT

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT MY SHOPPING PREFERENCES.

HONORS ENRICHMENT: GENIUS HOUR

STANDARD

UNIT SPECIFIC APPLICATION

Extended reading assignments that connect with specified curriculum.

Students read articles from sources such as Scholastic magazines or TL newspaper articles that pertain to the curricula topic. (i.e. social media preferences, digital footprints, etc.)

Research-based writing assignments that address and extend the course curriculum.

Students research, using Scholastic magazines or TL newspaper articles, and write about curricula topics and personal interest. (i.e. social media preferences, digital footprints, etc.)

Projects that apply course curriculum to relevant or real-world situations.

Students choose a topic to research and present to the class that ties to the curricula topic and personal interest. (i.e. social media preferences, digital footprints, etc.)

Writing Assignments that demonstrate a variety of modes, purposes, and styles.

Students summarize their research, and knowledge gained throughout the unit on curricula topics and personal interest.

Integration of appropriate technology into the course of study.

Students use appropriate technology both to research and to present knowledge gained on the curricula topic.

Deeper exploration of the culture, values, and history of the discipline.

Students research the impact of the TL culture and values on the curricula topic and incorporate that knowledge into writing assignments and presentations.

UNIT THREE: THRIFT STORE

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT MY SHOPPING PREFERENCES.

PERFORMANCE OBJECTIVE 3.1: I can describe what I buy in actual stores in my community.

PERFORMANCE INDICATOR 3.1A: I can ask and answer questions about making a purchase.

SKILL DEVELOPMENT

LEARNING TARGETS What will learners be able to do?	LANGUAGE CHUNKS & VOCABULARY What will learners need to know?	CHECK FOR UNDERSTANDING How will learners demonstrate what they can do with what they know?				
Students can understand someone's questions about making a purchase when they hear it. (IL)	<ul style="list-style-type: none"> I like to shop for..... atbecause..... The prices are.....has the best selection 	<p>REVIEW</p> <p>Stores</p> <p>Clothing</p> <p>Money</p> <p>Accessories</p>				
		<p>Listening Check 3.1A</p> <table border="1"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL
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Students can understand someone's questions about making a purchase when they read it. (IR)		<p>Reading Check 3.1A</p> <table border="1"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL
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Students can write about making a purchase. (PW)		<p>Writing Prompt 3.1A</p>				
Students can answer questions about making a purchase. (IS)	<ul style="list-style-type: none"> How much does... cost? Where can I find..... Where do you like to shop? 	<p>LEVEL UP LANGUAGE</p> <ul style="list-style-type: none"> I like to shop at... for....because... however sometimes I shop at.... because.... 				
Students can ask questions about making a purchase. (IS)		<p>Answer your partner's questions</p> <p>Interview Questions 3.1A</p> <table border="1"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL
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FORMATIVE ASSESSMENTS

INTERPERSONAL INTERVIEW

The holiday season is over, and all of the stores are having great sales. Talk with your partner about purchases that you made during the holidays as well as what each of you is planning to purchase and why you want to purchase it, with all of your holiday money!

PRESENTATIONAL WRITING

A lot of the money that you received for the holidays came from your grandparents and aunts and uncles. Bring back the old custom of letter writing! Write a letter to one of your family members who gave you money. Tell them what you are going to buy, describe the item in detail, as well as details about making the purchase. Be sure to thank the person for the money that allowed you to buy the item(s).

UNIT THREE: THRIFT STORE

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT MY SHOPPING PREFERENCES.

PERFORMANCE OBJECTIVE 3.1: I can describe what I buy in actual stores in my community.

PERFORMANCE INDICATOR 3.1B: I explain what advertisements attract me.

SKILL DEVELOPMENT

LEARNING TARGETS	LANGUAGE CHUNKS & VOCABULARY	CHECK FOR UNDERSTANDING	
What will learners be able to do?	What will learners need to know?	How will learners demonstrate what they can do with what they know?	
Students can understand what advertisements attract someone when they hear it. (IL)	<ul style="list-style-type: none"> I prefer...ads because... Online ads are.... ... draws my attention to this ad. 	Review <ul style="list-style-type: none"> I prefer... I like... I dislike... 	
Students can understand what advertisements attract someone when they read it. (IR)			Listening Check 3.1B Spanish French German LCTL
Students can write about what advertisements attract them. (PW)			Reading Check 3.1B Spanish French German LCTL
Students can answer questions about what advertisements attract them. (IS)	<ul style="list-style-type: none"> What type of ads attract you and why? Which do you prefer commercials or print ads? 	LEVEL UP LANGUAGE <ul style="list-style-type: none"> ...ads are more appealing to me because.... This ad does not appeal to me because.... 	
Students can ask questions about what advertisements attract them. (IS)			Answer your partner's questions Interview Questions 3.1B Spanish French German LCTL

FORMATIVE ASSESSMENTS

INTERPERSONAL

We are all bombarded with advertisements on a daily basis, both on TV, catalogs, and the internet for electronics, clothing, food, etc. What types of advertisements appeal to you? Talk with your partner about the advertisements that attract you and why. Compare what attracts each of you and why. Be prepared to share this with the class.

PRESENTATIONAL WRITING

Now that you and your partner have shared what types of advertisements attract each of you, and you have heard from your classmates about their preferences, it's time to blog. Write a blog post about what types of advertisements attract teen buyers and why. Be specific and give examples. Advertisers all over the world are interested in the buying habits of teen-agers.

UNIT THREE: THRIFT STORE

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT MY SHOPPING PREFERENCES.

PERFORMANCE OBJECTIVE 3.2: I can describe what I buy online.

PERFORMANCE INDICATOR 3.2A: I can tell you where I shop online and why

SKILL DEVELOPMENT

LEARNING TARGETS	LANGUAGE CHUNKS & VOCABULARY	CHECK FOR UNDERSTANDING				
What will learners be able to do?	What will learners need to know?	How will learners demonstrate what they can do with what they know?				
Students can understand where someone shops online and why when they hear it. (IL)	<ul style="list-style-type: none"> • My favorite online shopping site is.... Because... • I usually buy....online because... • The prices are.... • ... is better than...because.... 	Listening Check 3.2A				
Students can understand where someone shops online and why when they read it. (IR)		<table border="1"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL
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Students can write about where they shop online and why. (PW)		Reading Check 3.2A				
Students can answer questions about where they shop online and why. (IS)	<ul style="list-style-type: none"> • Which online sites do you shop on? • Why do you like that site? • How are the prices? • Which is better for... and why? 	<table border="1"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL
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Students can ask questions about where they shop online and why. (IS)		Writing Prompt 3.2A				
	<p style="text-align: center;">LEVEL UP LANGUAGE</p> <ul style="list-style-type: none"> • I prefer to shop at.... because... 	Answer your partner's questions				
		Interview Questions 3.2A				
		<table border="1"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL
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FORMATIVE ASSESSMENTS

INTERPERSONAL INTERVIEW

More and more people are shopping on-line and avoiding brick and mortar stores. Talk with your partner and share where each of you shop online and why. What are your favorite shopping websites? After you and your partner have asked each other about your online shopping preferences, be prepared to share this with the class.

PRESENTATIONAL WRITING

Use the information about shopping websites that your classmates visit to create an infographic about the most use shopping websites. Include information about why these are the best websites.

UNIT THREE: THRIFT STORE

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT MY SHOPPING PREFERENCES.

PERFORMANCE OBJECTIVE 3.2: I can describe what I buy online.

PERFORMANCE INDICATOR 3.2B: I can describe what I buy online.

SKILL DEVELOPMENT

LEARNING TARGETS	LANGUAGE CHUNKS & VOCABULARY	CHECK FOR UNDERSTANDING				
What will learners be able to do?	What will learners need to know?	How will learners demonstrate what they can do with what they know?				
Students can understand what someone buys online when they hear it. (IL)	<ul style="list-style-type: none"> I buy... on.... I prefer to shop on....than on.... 	Listening Check 3.2B				
Students can understand what someone buys online when they read it. (IR)	<p>Review</p> <ul style="list-style-type: none"> Adjectives quantity 	<table border="1"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL
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Students can write about what they buy online. (PW)	<table border="1"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL	
Spanish	French	German	LCTL			
Students can answer questions about what they buy online. (IS)	<ul style="list-style-type: none"> Where do you like to shop online? What do you buy on.....? Do you prefer to shop at.... Or on.....? 	Answer your partner's questions				
Students can ask questions about what they buy online. (IS)	<p>LEVEL UP LANGUAGE</p> <ul style="list-style-type: none"> I shop at...for...but not for... because..... 	Writing Prompt 3.2B				
		<table border="1"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL
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FORMATIVE ASSESSMENTS

INTERPERSONAL INTERVIEW

Find out more about your partners online shopping. Now that you and yours partner know where each of you shops online, find out what your partner buys online. Why does your partner buy these items online? Answer your partner's questions about what you buy online and why you buy them.

PRESENTATIONAL WRITING

Several people who read your blog post on the types of advertisements that attract you commented and asked you about your online shopping. What types of items do you buy online? Post another blog about what you buy online and why. Make it interesting by discussing the pros and cons of different websites so that all of your followers will want to read what you have to say about your online buying!