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¿Qué ropa compraste? (Realidades Tema 2: Un Evento Especial) [9th-12th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: ¿Qué ropa compraste? (Realidades Tema 2: Un Evento Especial)

Grade Level: 9-12

Subject/Topic Area(s): Spanish 2/ Clothing, Making Purchases

Designed By: Daria Z. Valdez

Time Frame: 12 days (90 Minute Block)

School District: North East I. S. D.

School: Robert E. Lee High School

School Address and Phone: 1400 Jackson Keller Rd. San Antonio, TX 78213

Brief Summary of Unit (Including curricular context and unit goals):

In this unit students will learn new vocabulary on clothing and shopping. The unit will provide them with the opportunity to uncover the understanding that culture influences the clothes people choose to wear. Students will engage in oral and written exchanges of learned material to socialize and to provide and obtain information. Students will answer the question, “Why does clothing matter” as they learn new vocabulary to help them talk about shopping, to describe what clothing is made of, the colors, and to discuss paying for purchases. Students will uncover the understanding that that our clothing choices can influence the way we are perceived by the world. Through Think-Pair-Share, group activities, and discussion students will answer the question, “How does a person’s culture influence their choices in style and fashion?”

The unit will conclude with a project in which students will apply what they have learned. Students will demonstrate through the project “Buscando una ganga” an understanding of the concept of culture through comparisons of the student’s own culture and Spanish culture. Students will purchase 2 new outfits reflecting the culture and personal fashion style of the student and the other reflecting an understanding of what is fashionable in Spain. The student’s goal for the 2nd outfit is blend in to Spanish fashion culture and not look like a tourist. They will answer the questions, “How does a person’s clothing affect the way they are perceived by the world?” and “What styles or clothing are popular in Spanish-speaking countries and what does that reveal about the culture and our own?”

Unit: ¿Qué ropa compraste?

Grade: 9-12

CONTENT STANDARDS

01. COMMUNICATION- The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.
 - A. The student is expected to engage in oral and written exchanges of learned material to socialize and to provide and obtain information. TEKS 01.A. 01, 02, 03, 05
 - B. The student is expected to demonstrate an understanding of simple, clearly spoken and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics. TEKS 01.B. 01, 02
 - C. The student is expected to present information using familiar words, phrases, and sentences to listeners and readers. TEKS 01.C. 01, 02, 03, 04, 05, 06

02. CULTURES- The student gains knowledge and understanding of other cultures.
 - A. The student is expected to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the culture being studied. TEKS 02.1.01, 02
 - B. The student is expected to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the culture being studied. TEKS 02.B.01

03. CONNECTIONS- The student uses the language to make connections with other subject areas and to acquire information.
 - A. The student is expected to use resources (that may include technology) in the language and cultures being studied to gain access to information. 03.A.1, 02
 - B. The student is expected to use the language to obtain, reinforce, or expand knowledge of other subject areas. 03.B. 01, 02, 03

04. COMPARISONS- The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.
 - A. The student is expected to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied.
 - B. The student is expected to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the culture studied. TEKS 04. A, B.

Stage 1: Desired Results

Understandings

Students will understand that...

- Culture influences choices in style and fashion.
- Your clothing choices can influence the way you are perceived by the world.
- Clothing can be an expression of one's culture and personal identity.

Essential Questions

1. Why does clothing matter?
2. How does a person's culture influence their choices in clothing and accessories?
3. What does a person's clothing tell you or not tell you about whom they are?
4. How does a person's clothing affect the way they are perceived by the world?
5. What styles or clothing are popular in Spanish-speaking countries and what does that reveal about the culture and our own?

Knowledge

Students will know...

- Fashion and style trends in Spain, México and the U.S.
- Shopping and clothing vocabulary.
- Currency exchange rates and clothing conversion rates between the U.S. México, and Spain.
- Historical information on jeans and the development of textiles from Latin America.
- The present and preterit tense forms of regular verbs.
- How to blend in and not look like a tourist when traveling.

Skills

Students will be able to use Spanish to...

- Engage in oral and written exchanges of learned material to socialize and to provide and obtain information.
- Demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the culture being studied.
- Demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the culture studied.

Stage 2: Assessment Evidence

Performance Task #1:

FASHION BROCHURE: Buscando una ganga/ Looking for a bargain

Your Spanish class has won an all-expense paid trip to Spain! We will be visiting the beautiful cities of Madrid and Barcelona. You've been given a VISA credit/gift card of \$300 U.S. Dollars to purchase 2 new outfits:

#1) You will purchase one outfit here in San Antonio at your favorite store. The clothes you choose in the U.S. must represent your culture, your personal style, and sense of fashion. Describe how your culture influenced your purchase.

#2) The cash you have left over after purchasing your 1st outfit will go towards your outfit from Spain. The clothes you buy in Spain must help you blend in and look like a local and not a tourist. You are looking for a good bargain and your outfit should still reflect your own fashion sense. Describe how Spanish culture influenced your purchase.

Make sure to answer the following questions: What does your outfit from your favorite U.S. store tell or not tell about you as a person? What prediction can you make about how your clothing may influence how you are perceived by Spaniards? How similar or different will your two outfits be?

Your task is to create a brochure to demonstrate your understanding of the concept of culture by comparing your U.S. outfit to your Spanish outfit. Describe the outfits you bought including the size, brand, material, color, and whether it was a bargain. You may draw your outfits, cut out pictures from a magazine, or take pictures of the actual clothes you like with your camera or off the internet. Please include clothing and shoe size conversion chart between the U.S. and Spain and an up to date currency exchange rate between the U.S. and the Euro.

We're heading to the computer lab to do some research on how to look more local before we leave for Spain. In your brochure make sure include the answers to the following questions: How much of your \$300 USD budget did you spend here in the U.S.? What is the new amount of money you now have to spend converted into Euros? What size of clothes and shoes size do you wear in the U.S.? Can you use the same clothing and shoes sizes while you are in Spain? What are your new clothing and shoe sizes in Spain?

Your brochure should include:

- Complete descriptions of your outfits and your shopping experience in the preterit tense.
- The season and weather conditions in Spain and the U.S.
- At least 20 words from your 2B Repaso del Capitulo vocabulary sheet.

With this information, look for on-line clothing stores in Spain to purchase your 2nd outfit. What area of Madrid/ Barcelona did you choose to shop in? What store or stores did you visit or purchase from?

- In what ways does your outfit make you look less like a tourist and more like a local? In what ways did you change or maintain your personal style?

We will spend 3 days in the computer lab researching current fashion trends in Spain, (particularly the cities of Madrid and Barcelona), creating our outfits, and creating our brochure designing our brochure on either Microsoft power point or publisher. You may print out slides from power point as your brochure. You will present your brochure orally.

Other evidence: (quizzes, tests, academic prompts, self-assessments, etc. note – these are usually included where appropriate in Stage 3 as well)

Clothing vocabulary Pop Quiz

Guessing Game: Name that Fabric

Shopping Trip: Partner Presentation

Un Desfile de Modas- Mini Fashion Show

Journal entries and observations from the movie *Spanglish*

– Pruebas/ Quizzes:

Vocabulary recognition: 2B-1

– Vocabulary production: 2B-2

– Preterit of regular verbs: 2B-3

– Demonstrative adjectives: 2B-4

– Using adjectives as nouns: 2B-5

• Examen del capítulo 2B

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

DAY 1

Students will have 5 minutes to journal to the question, “**Why does clothing matter?** What does it mean to be fashionable or in style?” Students will be handed an activity sheet on which they will describe what was fashionable or stylish to wear when they were children.

Describe your fashion sense in Elementary school, Middle School, and High School. Think about what was fashionable to wear in at that time. Under each category list your favorite brands, clothes, styles, shoes, accessories. What materials were your clothes made of. At what age did you start picking out your own clothes or outfits for school? Who chose your clothes or bought them when you were little? What were some special events that you attended in the past? (i.e. birthday party, quinceañera, wedding, baptism, confirmation, school) What daily or special events from your childhood required a particular look, style, uniform or outfit? Think/Pair/Share with a partner. Then form a group of four to compare your similarities and differences. Students will brainstorm adjectives, colors, and nouns that describe their clothing. Students will receive the *A Ver Si Recuerdas* List of vocabulary to translate. Students will be responsible to memorize vocabulary and prepare for a quiz.

EXIT SLIP Students will write a journal entry answering the question, “What will teenagers be wearing in the future or 100 years from now?” Students will explain what they think teenagers will be wearing and why.

Homework- Interview an older person in your community and ask them about the clothes they used to wear when they were a teenager. What colors, styles, brands, shoes, or accessories were popular during that time? How did they wear their hair? What did it mean to be fashionable or in style. Make sure to have them print their name, sign, and date your homework. Return HW to class and be ready to share your findings.

DAY 2

Students will journal to the prompt, “Why do I wear what I wear? What influences or inspires me to dress the way that I do? What are my favorite clothes? Review vocabulary for clothing, shopping, and prices. Play game “Cuánto cuesta?” to help students review numbers 0 to 200,000.

Students will get in small groups and receive photos of clothing from different time periods across different cultures. Students will practice saying the year in Spanish.. They will describe the colors, styles, and of what materials they think the clothing is made of. They will speculate on what events the wearer might have attended dressed in this clothing. **How does a person’s culture influence their choices in clothing and accessories?** Students will form groups to discuss and create a graphic organizer to express their ideas clearly. They will share and discuss their opinions with the class to uncover the understanding that **culture influences choices in style and fashion and clothing can be an expression of one’s culture and personal identity.**

Students will be divided into 7 groups to create a poster representing the clothing styles for men and women of a particular century or decade from the past. The particular dates will coincide with the *Conexiones- La historia* from pg. 112 in the textbook. Students will make a working time line and hang up their posters around the classroom. Students will copy the history note and translate it into English. Students will also change the present tense verbs to the preterit tense. Each group will present their poster and discuss the fashion and style of their particular time period. For class discussion students will give their opinions or ideas on the following questions- What words do we have in English for clothing, accessories, or shopping that come from Spanish? Why do foreign words and expressions become part of a language? Discuss occupation, conquest, immigration, and popularity of a style or fashion as influences.

Students will review and learn how to conjugate verbs in preterit tense. They will receive a homework assignment. Students will view Videohistoria and answer video questions.

Exit slip- Answer the following questions, “What clothes do you wear today that are influenced by past styles? **How does my culture influence my choices in style and fashion?**

DAY 3

Students will do Four Corners Activity- What is the most important influence in the way a person dresses. Faith, Occupation/ Job, Event, or Acceptance, age. Ask students to explain why they chose a particular corner. Are there any students that think these are all equally important?

Journal activity- Look at the photo projected on the screen. What can you predict/infer about this person by their clothing? What evidence can you list to support your opinion? How does this persons clothing compare/contrast to what you are wearing today?

Place a long piece of tape on the floor representing a scale of 1 to 10 or Continuum. If students strongly agree with a statement made they stand near 10. If students strongly disagree with a statement made they stand near 1. Show students photos of various people in different styles of clothing projected on the large screen. Make a series of statements and have students move up and down the continuum based on their personal opinion. Sample statements include the following and will be asked in Spanish:

- The person in the photo works in this profession.
- The person in the photo is intelligent.
- The person in the photo is dressed for a special event.
- The person in the photo is religious/ non-religious.
- The person in the photo is mean/ nice.
- The person in the photo has a big family/ small family.
- The person in the photo speaks Spanish/ English.
- The person in the photo is wealthy/poor.
- The person in the photo is fashionable/ unfashionable.

Ask students to explain why they either agreed or disagreed with the statement made.

Students will form small groups and discuss the question, “**What does a person’s clothing tell you or not tell you about whom they are?**” Students will make a T-chart by folding a large sheet of butcher paper into two columns labeled, A person’s clothing tells... A person’s clothing does not tell... Each group will hang their poster around the classroom. The class will walk around and read the opinions and ideas presented on each poster. Each student will have a sheet of colored dot stickers. They will place dots by the viewpoints they agree with most. After students have finished the class will come together to hold a discussion on the viewpoints.

What do we look at most when we make assumptions about a person by their clothing? The material, the brand, the cost, the style, the accessories, the shoes, the size, their age, the color? Give students an envelope with laminated strips and ask students to place the following in order of priority. Have groups answer the question, **how does a person’s clothing affect the way they are perceived by the world and is that accurate?**

Show relevant movie clip of Spanglish and discuss these questions.

Have you ever felt someone was judging you by the way you were dressed? How did that make you feel?

Have you every judged anyone by the way they were dressed?

What assumptions have you made about someone by the way they were dressed?

DAY 4

Journal prompt: How do my choices in clothing affect the way I am perceived by the world? Show relevant clip of *Spanglish* and have students respond to **How does a person's culture shape how they dress for a special event?**

Have students brainstorm a list of special events and how they would dress for them. Students will observe photos of different social events in Spanish-speaking countries especially Spain and Mexico. Compare how people in United States dress versus the people in Spanish-speaking countries. What similarities or differences can be observed? **What styles or clothing are popular in Spanish-speaking countries and what does that reveal about the culture and our own?**

Have students read the History of Jeans and answer the study questions.

Students will end class by create a list of questions they would ask on a shopping trip. What information would they need to know in order to purchase clothing, accessories, and shoes? What special event do they need a new outfit to wear. Then work as a class to translate the most common questions.

Continue practice with the preterit tense and 2B Vocabulary.

DAY 5

As students enter class for the day they will receive an activity sheet with directions. Students will do a gallery walk around the classroom taking brief notes on 6 posters titled with a particular material/textile in Spanish and a sample block of each. A brief history of each material explains its origin.

After they have finished students will play a guessing game- ¿De qué está hecha? (What is it made of?) 6 identical opaque boxes with small holes will contain samples of different materials- cotton, wool, leather, silk, polyester, and rayon. The boxes will be switched around and then students will be asked to reach into 3 of the boxes and feel the item(s). They will be asked, ¿De qué está(n) hecha? They will have 5 seconds to reply with “Está hecha(n) de ____” (It is made of ____) and correctly name the material in Spanish.

Students will return to their seats to answer activity questions with a partner- ¿*Qué ropa llevas hoy?* (What clothes are you wearing today?) Make your list in Spanish and *be sure to include the color.* Then beside the article of clothing, write the answer to the following question – ¿*De qué está hecha la ropa?* (What is the clothing made of?) Write down the material and be sure to mention if it is a blend. Your partner may help you check the tag of your clothing if you can't see. Be appropriate. Use “por ciento” to talk about the (%) percentage. What is the origin of the material? i.e. Where does cotton come from? Where do leather, polyester, rayon, and silk come from? Students will brainstorm possible events that each material can be worn for.

As student complete this activity, each will receive a sheet of colored dots to write the Spanish name of each piece of clothing they are wearing today. Then students will then return to the posters in the “gallery” and place their dots underneath the appropriate material category. Using the information the class will create a bar graph showing the popularity of each textile/material to post for other class periods to view.

Students will then work with their partners to create a 10 sentence dialogue describing each other’s clothing in Spanish. Students will use the phrases “¿De qué está hecha clothing item?” and “The clothing item está hecha de ____.” If more than one clothing item is made of a particular material students will use the plural forms of the question and answer “¿De qué están hecha ____?” and “Está hechan de ____.” Students will present their skits to the class and turn in all completed work.

POP QUIZ

Students will receive a laminated picture of a Hollywood movie star dressed casually or formally for an event. Students will write at least 5 sentences describing the clothing, color and material.

DAY 6- Señoritas Store

Set up classroom with clothing and price tags. Let students shop around for their warm-up. They must pout together an outfit, describe why they like it, and how much it costs.

Journal activity- Spanish-speaking friend from school has asked you to a parranda at their home. When you ask your parents/guardian if you can go to the parranda at the home of your friend, they have no idea what you are talking about and why you are dressed the way you are. Explain what a parranda is and how your outfit will help you blend in at the event.

Students will get with a partner to practice their speaking. Prompt-Your classmate really likes the color, brand, and style of your outfit. You also think his or her outfit is awesome! Create a dialogue between the two of you discussing this. Make sure to tell each other: (a) where you bought it; (b) how long ago you bought it; (c) if it was very expensive or a bargain; (d) the brand, if you know it; (e) what special event you bought it for. Write out your dialogue and check spelling and grammar.

Game- ¡Ponte ese suéter! Students will line up in teams. In the front of the classroom are two suitcases filled with various articles of clothing. Srta. Valdez will give a command to put on a particular item of clothing. The first two in line must race to their suitcase, find the item, put in on, and race back to the end of their line. The first team to “get dressed” wins.

Exit Slip: On a 3x 5 index card write a review of one clothing store you have visited. Make sure to include complete sentences on when you went, why, what kind of clothing the store offers, what the prices are like, how shoppers can pay, etc. Read your review aloud and see if the class can identify the store. As you leave class, turn in the 3x5 card as your EXIT SLIP for today. Make sure your card has your name, proper heading, and store review.

DAY 7

Have students stage a mock fashion show- “Desfile de modas” Have students pick a partner and use clothing from last class’ game to create a new outfit. A partner will describe the outfit as the student models it. Prepare for computer lab, quiz, and review grammar and vocabulary concepts. Pass out **Project: *Buscando una ganga*** and go over requirements with students.

DAY 8

Computer Lab Day #1

DAY 9

Computer Lab Day #2

DAY 10

Computer Lab Day #3

Performance Assessment: “*Buscando una ganga*” is NOW DUE.

DAY 11

Play Mindpoint QuizShow with class. Pass out Ch. 2B review packet and 2B Study Sheet for TGT to prepare for (Teams-Games-Tournaments) game next class.

DAY 12

Play TGT, quickly review, and take Ch. 2B Test. End of unit.

SHOPPING/ FASHION VOCABULARY RESOURCE PAGE

From level 1 Ch. 7A & 7B pgs. 342; 370 and level 2 pg. 342

CLOTHING/ACCESORIES

El abrigo- coat
El anillo- ring
El bolso, la bolsa- purse
El collar- necklace
El llavero-key chain
El perfume- perfume
El reloj pulsera- watch
El suéter- sweater
El traje de baño- swim suit
El traje- suit
El vestido
Las botas- boots
La blusa-blouse
La cadena- chain
La camisa- shirt
La camiseta-T-shirt
La cartera- wallet
Las chanclas- flip-flops
La chaqueta- jacket
La corbata- tie
La falda- skirt
La gorra- cap
La pulsera- bracelet
La sudadera- sweatshirt
Las botas- boots
Los anteojos de sol-sunglasses
Los aretes- earrings
Los clacelines-socks
Los guantes- gloves
Los jeans- jeans
Los pantalones cortos- shorts
Los pantalones- pants
Los tacones- high heels
Los zapatos- shoes

MATERIALS

El algodón- cotton
La lana- wool
La seda- silk

COLORS-

Amarillo; amarilla- yellow
Anaranjado; anaranjada- orange
Azul-blue
Blanco; blanca -white
Gris- gray
Café; marrón- brown
Morado; morada- purple
Negro; negra -black
Rosado; rosada - pink
Verde-green

PLACES FOR SHOPPING

El almacén- department store
El centro comercial- mall
En la red- online
La joyería-jewelry store
La tienda de descuentos- discount stores
la tienda de ropa- clothing store
la tienda- store
la zapatería- shoe store

NUMBERS

100- cien
101- ciento uno
200- doscientos, -as
300- trescientos, -as
400- cuatrocientos, -as
500- quinientos, -as
600- seiscientos, -as
700- setecientos, -as
800- ochocientos, -as
900- novecientos, -as
1000- mil
2000- dos mil
100,000- cien mil
200,000- doscientos mil

TO TALK ABOUT SHOPPING

Barato, a- inexpensive, cheap
Caro, a- expensive

SHOPPING/ FASHION VOCABULARY RESOURCE PAGE

Chapter Review

Repaso del capítulo

Vocabulario y gramática

To prepare for the test, check to see if you . . .

- know the new vocabulary and grammar
- can perform the tasks on p. 125

to talk about shopping

la entrada	entrance
la ganga	bargain
el letrero	sign
la liquidación, <i>pl.</i>	sale
las liquidaciones	
el mercado	market
la salida	exit

to talk about colors

claro, -a	light
de sólo un color	solid-colored
oscuro, -a	dark
pastel	pastel
vivo, -a	bright

to describe what clothing is made of

¿De qué está hecho, -a?	What is it made of?
Está hecho, -a de . . .	It is made of . . .
algodón	cotton
cuero	leather
lana	wool
seda	silk
tela sintética	synthetic fabric

to discuss paying for purchases

alto, -a	high
bajo, -a	low
la caja	cash register
el cajero, la cajera	cashier
el cheque (personal)	(personal) check
el cheque de viajero	traveler's check
el cupón de regalo, <i>pl.</i> los cupones de regalo	gift certificate
en efectivo	cash
gastar	to spend
el precio	price
tan + <i>adjective</i>	so
la tarjeta de crédito	credit card

● Más práctica

- Practice Workbook Puzzle 2B-8
- Practice Workbook Organizer 2B-9

For *Vocabulario adicional*, see pp. 498–499.

124 ciento veinticuatro
Tema 2 • Un evento especial

to discuss clothing purchases

apretado, -a	tight
escoger	to choose
estar de moda	to be in fashion
el estilo	style
exagerado, -a	outrageous
flojo, -a	loose
la marca	brand
mediano, -a	medium
el número	shoe size
probarse (<i>o</i> → <i>ue</i>)	to try on
la talla	size

other useful words and expressions

anunciar	to announce
encontrar (<i>o</i> → <i>ue</i>)	to find
en realidad	really
me / te importa(n)	it matters (it's important) / they matter to me / to you
inmediatamente	immediately
me parece que	it seems to me that
¿Qué te parece?	What do you think? / How does it seem to you?
recientemente	recently

preterite of regular verbs

miré	miramos
aprendí	aprendimos
escribí	escribimos
miraste	mirasteis
aprendiste	aprendisteis
escribiste	escribisteis
miró	miraron
aprendió	aprendieron
escribió	escribieron

demonstrative adjectives

Singular	Plural		
este, esta	this	estos, estas	these
ese, esa	that	esos, esas	those
aquel, aquella	that one over there	aquellos, aquellas	those over there

Performance Task #1:

FASHION BROCHURE: Buscando una ganga/ Looking for a bargain

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#2) The cash you have left over after purchasing your 1st outfit will go towards your outfit from Spain. The clothes you buy in Spain must help you blend in and look like a local and not a tourist. You are looking for a good bargain and your outfit should still reflect your own fashion sense. Describe how Spanish culture influenced your purchase.

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Your brochure should include:

- Complete descriptions of your outfits and your shopping experience in the preterit tense.
- The season and weather conditions in Spain and the U.S.
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- In what ways does your outfit make you look less like a tourist and more like a local? In what ways did you change or maintain your personal style?

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Student Name _____

BUSCANDO UNA GANGA PROYECTO- internet research & brochure

CATEGORY	SCORE 4	3	2	1
CLOTHING AND SHOE SIZE IN U.S. AND SPAIN	Student is able to correctly convert their clothing and shoe size from U.S. to Spain and includes conversion chart.	Student is able to convert their clothing and shoe size from U.S. to Spain with help. Includes conversion chart.	Student only converts either their clothing or shoe size from U.S. to Spain. Needs help finding conversion chart.	Student is unable to correctly convert their clothing and shoe size from U.S. to Spain/does not show conversion chart.
CURRENCY EXCHANGE RATE FOR DOLLAR AND EURO	Student is able to correctly convert U.S. currency to the EURO. Includes most current exchange rate. Has cash left over to purchase outfit in Spain.	Student is able to convert U.S. currency to the EURO. Needs some help finding most current exchange rate.	Student shows only conversion rate or exchange rate. Does not understand how to exchange values.	Student is unable to correctly convert U.S. currency to the EURO. Does not include current exchange rate.
OUTFIT #1 DESCRIPTION	Includes size, brand, style, color, material, and price of outfit. Includes store and how it was purchased. Is relevant to the season and weather.	Includes mostly all information. Only leaves out 1-2 descriptions. Is relevant to the season and weather.	Includes some descriptive information but outfit is not relevant to the season and weather.	Minimal to no description of outfit. Does not follow directions.
OUTFIT #2 DESCRIPTION	Includes size, brand, style, color, material, and price of outfit. Includes store and how it was purchased. Is relevant to the season and weather.	Includes mostly all information. Only leaves out 1-2 descriptions. Is relevant to the season and weather.	Includes some descriptive information but outfit is not relevant to the season and weather.	Minimal to no description of outfit. Does not follow directions.
USE OF PRETERIT TENSE	Student correctly conjugate verbs in the preterit tense with no spelling errors.	Student conjugates verbs in the preterit tense with 1-2 spelling errors.	Student conjugate verbs in the preterit tense with various spelling errors.	Student incorrectly conjugates verbs in the preterit tense and has spelling errors.
USE OF 2B VOCABULARY	Students correctly uses at least 20 words from Ch. 2B Vocabulary with no spelling errors	Students correctly use at least 15-19 words from Ch. 2B Vocabulary with few spelling errors.	Students correctly use at least 6-14 words from Ch. 2B Vocabulary with some spelling errors.	Student incorrectly uses Ch. 2B Vocabulary/ does not include more than 5 words/many spelling errors.
GRAPHICS/ PICTURES	Graphics accurately depict clothes, accessories, and colors. There is a good mix of text and graphics.	Graphics depict clothes, accessories, and colors. There is a mix of text and graphics.	Graphics do not accurately depict clothes, accessories, and colors. There is a poor mix of text and graphics.	There are no graphics. There is no text.

CULTURAL RELEVANCE	Student's outfit from Spain/ U.S. is culturally relevant. Student is able to blend in and look local not tourist.	Student's outfit from Spain/ U.S. is mostly relevant. Student is able to blend in and look local not tourist.	Student's outfit from Spain/ U.S. is somewhat relevant. Student may be able to look local.	Student's outfit from Spain/ U.S. shows no cultural relevance. Outfit is "touristy"
ATTRATIVENESS/ ORGANIZATION	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well organized information.	The brochure has well organized information.	The brochure's formatting and organization are confusing to the reader.

BUSCANDO UNA GANGA TEMPLATE

Here is an example of how you might START your paragraphs describing your outfits from the U.S. and Spain. Use the template to help shape your ideas and information.

En los Estados Unidos...

Mi talla es _____.

Mi número de zapato es _____.

Mi marca favorito es _____.

Mis textiles favoritos son _____.

Yo escogí la tienda _____ para hacer mis compras.

Yo compré _____, _____,

_____, _____, y

_____.

El precio de mi ropa es _____

Mi ropa cuesta en total _____.

Mi ropa es una reflexión de mi cultura

porque _____

_____.

Include your illustrations/ photos

En España...

Mi talla es _____.

Mi número de zapato es _____.

Mi marca favorita es _____.

Mis textiles favoritos son _____.

Yo escogí la tienda _____ para hacer mis compras.

Yo compré _____, _____,

_____, _____, y

_____.

El precio de mi ropa es _____

Mi ropa cuesta en total _____.

Mi ropa es una reflexión de la cultura Española

porque _____

_____.

Include your illustrations/ photos