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Clothing Creativity and Cost [9th-12th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Clothing Creativity and Cost

Grade Level: 9-12

Subject/Topic Area(s): Spanish I

Designed By: Jonelle Bailey

Time Frame: 15 days

School District: Fort Bend Independent School District

School: George Bush High School

School Address and Phone: 6707 FM 1464 Richmond, Texas 77407

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

This Unit provides a cultural perspective of clothing as well as other factors that influence clothing choices, styles, and costs. Students will learn new clothing vocabulary as they assess the impact of weather, profession and personal choice or personality on the clothing that a person or group of people wear. The information provided throughout the unit allows students to understand that there are various things that influence clothing cost, creativity, and choice.

Unit: Clothing Creativity and Cost

Grade: High School- All Grade Levels [Spanish I]

TEKS: 01.A.02; 01.A.03; 01.B.01; 01.B.02; 01.C.02; 01.C.03-06; 02.A.01; 02.B.01-02; 03.B.01-02; 04.A; 04.B; 05.A.02; 05.B.01

Stage 1: Desired Results

Understandings

Students will understand that...

Culture, personality, and weather influence the creativity and cost of clothing choices.

Essential Questions

- (1) How is clothing influenced by a person’s collective background (culture, geographic location- weather, fair trade, materials available such as ex. wool/ sheep) and individual identity (personality, profession, economic status)?
- What do clothing costs and styles reflect about the culture of a country?
 - What does clothing say about a person’s personality, profession, and the weather? (How would clothing choice reflect one’s personality, the weather and economic status?)

Knowledge

Students will know...

- 1) The vocabulary words for various articles of clothing.
[See Vocabulary List Attached]
- 2) Different shopping locations and options.
- 3) Appropriate use of stem-changing verbs.
- 4) The use of demonstrative adjectives.
- 5) Expressions for describing one’s plans.
- 6) The prices of different clothing items using the numbers 0-1000.
- 7) Facts about cultural traditions in clothing.

Skills

Students will be able to...

- 1) **Tell** where you go and with whom.
- 2) **Discuss** their shopping plans with others.
- 3) **Compare** cultural influences on clothing in the United States with different Spanish speaking countries.
- 4) **Apply** knowledge of numbers to understand clothing prices.
- 5) **Conjugate** – the stem-changing verbs pensar, querer, and preferir.
- 6) **Analyze** which article of clothing is being described based on grammar and context.
- 7) **Read** and Identify various clothing articles based on their descriptions.

Stage 2: Assessment Evidence

Performance Task (Form A):

PERFORMANCE ASSESSMENT

Overview:

You have been given a budget (pending class choice of currency and amount) to shop online to design outfits for 5 people with different cultures (include at least one Spanish-speaking country), personalities, professions and geographic locations (consider weather, fair trade and available material resources- ex. wool/sheep, etc.). Explain your choices of outfit for each person considering the preferences of different people and the various factors that influence clothing choice that have been mentioned.

Materials:

Construction paper, old magazines, old newspapers, internet/ computer, colored pencils, markers, glue, scissors, and bilingual dictionary.

Clothing Design and Descriptions Assignment Sheet

1. Read the overview above to understand the big idea behind this project and what is expected of you.
2. Look over the rubric to understand the content requirements and guidelines for getting a perfect score.
3. Make a poster including all the illustrations and descriptions stated above.
4. Be sure to include at least 5 designed outfits that represent different kinds of people and setting or circumstances.
5. Under each outfit design, write a description of the attire and an explanation of your choice.
6. You will be asked to present your finished product to the class by displaying it on the wall of fame/ conduction a fashion show describing all of the information featured in your project.

RUBRIC	1: little or no evidence of effort and achievement	2: limited evidence of effort and achievement	3: clear evidence of effort and achievement
Evidence of Planning [20%]	No written draft or page layout provided	Draft was written and layout created, but not corrected.	Draft and layout have been corrected.
Project Content [30%]	Vocabulary and grammar is not correct (0-2 designs). Explanation are not complete or do not support the design.	Some vocabulary (3-4 outfit designs) and is incorrect. Not enough explanation to support the outfit design.	Correct vocabulary (five or more designs) and grammar is used. Outfit designs match explanations.
Originality and Appearance [30%]	No creativity or uniqueness in project.	Some creativity and unique choices included.	Student's creativity is distinct and deliberate.
Your presentation [20%]	Student did not participate in the gallery walk or post their finish project on display.	Student did not participate in the gallery walk but posted their finish project on display.	Student participated in the gallery walk and posted their finish project display.
Cultural Accuracy [10%]	Outfit Designs did not correctly depict specific cultures as directed.	Student included some, but not all culturally accurate designs and descriptions.	All cultural depictions were evident in both description and design.

Other evidence:

- Quiz 7A-1 through 4
- Chapter 7A Cumulative Exam
- Quiz 4B-1 through 4
- Chapter 7B Cumulative Exam

(quizzes, tests, academic prompts, self-assessments, etc.

note – these are usually included where appropriate in Stage 3 as well)

Stage 3: Learning Activities

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

Day 1

OBJECTIVE: *Students will be able to*

PROCEDURES:

Introduction/ Warm-Up:

Students will complete a pre-assessment on Chapter 7A to provide feedback for effective modification of instruction and curriculum planning. Allow students to list different types of clothing in English based on caricature celebrity pictures that fall under the four seasons (primavera, verano, otoño e invierno) posted with English and Spanish in the front of the classroom.

TNM:

Students will be taught the four seasons in Spanish and English as well as different types of weather that may occur in each season.

GP:

Students will work in pairs and begin clothing vocabulary in vocabulary workbook.

IP:

Students should complete VWB p.213-222 and for quiz Exit Slip the following weather questions:

- Hacer sol en el _____.
- Hacer frío en el _____.
- What does this mean: Llueve _____ & Nieva _____ ?

Assessment/ Evaluation & Feedback:

Grade and provide feedback for the IP activity and Exit Slip.

Day 2

OBJECTIVE: *Students will be able to construct graphic organizers or groups of clothing that match certain description or are appropriate for certain events or occasions.*

PROCEDURES:

Introduction/ Warm-Up:

Allow students to review the different types of clothing using illustrations on a power point.

TNM:

Students will be re-taught the vocabulary with pictures using power point presentation technology (with projector if available) that will be used for the GP and IP activities. Also introduce the two questions ?Cuanto cuesta? and ?Te gusta la ropa? as well as pertinent vocabulary such as cuesta (demasiado) mucho, cuesta poco, es barato, es caro.

GP:

Students will work in pairs or as a class to complete Actividades 4 & 6 using group folders with clothing from Teacher Express Clip Art to group by categories and create conversations using “?En que puedo servirle?” and different articles of clothing on p. 327 of the textbook.

IP:

Have students cut out magazine pictures of clothing (10 total) to create flash cards that they will describe with the name of the article of clothing, suggested price of how much it may cost in a certain store, and the color of the item of clothing. Have students prepare questions and answers such as ?Te gusta(n)_____? ?Cuesta(n) mucho o poco?

? Te gusta el color? Students will complete this activity for homework if not finished in class.

Assessment/ Evaluation & Feedback:
Grade and provide feedback for the IP activities.

Day 3

OBJECTIVE: *Students will be able to demonstrate their likes and dislikes of various colors and styles of clothing.*

PROCEDURES:

Introduction/ Warm-Up:

Students will complete yesterday's work and turn-in homework. Allow students to review clothing vocabulary and other relevant questions words, phrases, or other useful vocabulary.

TNM:

Students will be taught the different types of clothing and shown the videohistoria (movie and grammar) to begin to answer the essential question, **“What do clothing costs and styles reflect about the culture of a country?”**

GP:

Students will read a primera vista in pairs or as a class for a better understanding of the vocabulary. Students will also complete the questions in Actividad 3 for the videohistoria.

IP:

Students will in groups design (and write a paragraph description) an outfit with price, colors and labeled in Spanish. Students will do research on the currency conversion (internet search keyword currency converter or calculator) of how much this outfit would cost in a Spanish-speaking country of their choice.

Assessment/ Evaluation & Feedback:
Grade and provide feedback for the assessment.

NB: Resources-

- Dime Uno:
 - p.114-115 (skits and dialogues)
 - G 52-55; 72-73; 75-77 (c-zc; e-ie and various stem-changing verbs) for review.

Day 4

OBJECTIVE: *.Students will be able to show their understanding of clothing vocabulary through conversation with other students in their class of questions and answers with discussion of detailed descriptions.*

PROCEDURES:

Introduction/ Warm-Up:

Students will review clothing vocabulary.

TNM:

Teach students how apply the use of clothing vocabulary in the context of conversation. (Search “Text to Movie” on google for additional resources)

GP:

Students will work in pairs to translate the ice-breaker activity (activity attached: ¿Tiene esta ropa?) in preparation to compete in getting the most signatures from classmates.

IP:

Allow students to complete the ice-breaker activity to obtain signatures from classmates who are wearing the clothing expressed in the activity.

Assessment/ Evaluation & Feedback:

Grade and provide feedback.

Day 5

OBJECTIVE: Students will be able to demonstrate understanding and application of the verb IR, costar, clothing, and location vocabulary to construct an essay about their weekend and shopping plans.

PROCEDURES:

Introduction/ Warm-Up:

Students will view vocabulary and examples of sentence construction related to planning for the essay.

TNM:

Teach students how to formulate sentences to include each necessary component of the essay.

GP:

In pairs students will begin planning the rough draft of their essay to ensure that each student understands instructions and expectations.

IP:

Students should write an essay with ten sentences on the following prompts using the appropriate vocabulary and grammar (including ir, comprar, and costar):

A) Weekend Plans

(State where you are going and what you will do there!)

Ex. Voy al cine par aver una pelicula.

B) Shopping at the Mall

(State what you are going to buy and the cost)

Ex. Voy al centro commercial para comprar una camisa blanca y anaranjada.

Assessment/ Evaluation & Feedback:

Grade and provide feedback.

Day 6

OBJECTIVE: Students will be able to synthesize vocabulary, grammar and other terminology through demonstration of mastery on a written test with an essay portion.

PROCEDURES:

Introduction/ Warm-Up:

Allow students to review for test and complete rough draft of essay.

TNM:

Explain expectation for essay and completion of test questions.

GP:

Student will complete essay rough drafts in preparation for test.

IP:

Students will take their test on Chapter 7A including an essay portion on two prompts.

Assessment/ Evaluation & Feedback:

Grade and provide feedback.

Day 7

OBJECTIVE: *Students will be able to apply the use of demonstrative adjective through various oral and written activities.*

PROCEDURES:

Introduction/ Warm-Up:

Students will take notes on demonstrative adjectives (similarities and differences with other adjectives studied).

TNM:

Teach students the breakdown of the three types and what each form means as well as help them identify patterns in the different forms (remind students of the importance of gender and number agreement).

GP:

Allow students to view TFLA power point and complete seven quiz questions at the end also show gramatica video and allow students to complete the four quiz questions at the end.

IP:

Students will translate and rehearse the? Adonde vas? song to practice using the different forms of the verb Ir. Students will listen to the song twice and on the 3rd time sing on their own for a participation grade of not having homework for the weekend if done well.

Assessment/ Evaluation & Feedback:

Grade and provide feedback.

Day 8

OBJECTIVE: *Students will be able compare and contrast the cost of different items of clothing, currency conversions and value.*

PROCEDURES:

Introduction/ Warm-Up:

Allow students to review the number 0-100

TNM:

Students will be taught the numbers 101=1000.

GP:

Students will work in pairs and raise white boards or use the number sets in bags as a game of identifying correct numbers (in numeric and written word form) done in cooperative learning groups. Students will play both games or chose between the one previously described and the farkle dice game for practice with numbers.

IP:

Students should complete Activity 10 on page 328 listening and writing response activity to different numbers.

Assessment/ Evaluation & Feedback:

Grade and provide feedback for the IP activities.

Day 9

OBJECTIVE: *Students will be able to show their understanding of clothing vocabulary through conversation with other students in their class of questions and answers with discussion of detailed descriptions.*

PROCEDURES:

Introduction/ Warm-Up:

Allow students to review clothing vocabulary and other relevant questions words, phrases, or other useful vocabulary.

TNM:

Students will write in journal p. 326 the tambien se dice synonyms for clothing vocabulary used in Spanish-speaking countries. Students will be re-taught vocabulary necessary for conversations about clothing including descriptions such as cost and color.

GP:

Students will begin a more in depth response to the second essential question, **“What does clothing say about a person’s personality, profession, and the weather? (How would clothing choice reflect one’s personality, the weather and economic status?)”** Students will work in revolving pairs (for 5 minutes) to complete Actividad 7 by writing a description of the clothes of someone else in class. Each set of pairs will walk around the class reading each other’s and giving a guess on whose clothes is being described. Guesses will be made after asking at least three clarifying questions then? Es person’s name? if correct the guesser will write their name on the bottom of the original description and after read out as a class students will tally and see which student got the highest number of guesses.

IP:

Students will complete Actividad 9.

Assessment/ Evaluation & Feedback:

Grade and provide feedback for the assessment.

Day 10

OBJECTIVE: *Students will be able to use reflexive verbs such as ponerse and quitarse as well as verbs such as quedarse in the context of describing items of clothing in various contexts.*

PROCEDURES:

Introduction/ Warm-Up:

Students will read La Nota on page 329 and copy into journal with Actividad 11.

TNM:

Teach students how to use quedarse do describe how clothing fits. Teach the pronunciation of the letter Z as an enrichment activity. Teach students that colon the name of many Spanish speaking countries’ currency come from Cristobal Colon who greatly impacted the Americas.

GP:

Allow students to complete Actividad 12 in pairs using copy paper and creativity with the grammar and phrases learned.

IP:

Students should complete the remaining Actividad 12 and also 15 and 16.

Assessment/ Evaluation & Feedback:

Grade and provide feedback. Students who are from Mexico, Honduras, etc will bring their currency for extra credit and state the amount of money and what can be bought with it in the country ex. Son cien pesos. Puedes comprar un refresco. Other option is to bring one article of clothing each and auction following model on page 329 with fake bills of 20 pesos.

Day 11

OBJECTIVE: *Students will be able to use demonstrative adjectives in various contexts.*

PROCEDURES:

Introduction/ Warm-Up:

Extra credit presentations with currency amount and value done by students from Spanish speaking countries. Students will also copy chart on demonstrative adjectives.

TNM:

Teach students how to conduct business in an auction and also teach the use of demonstrative adjectives and agreement of gender and number between demonstrative adjective and noun. Show gramatica video on demonstrative adjectives.

GP:

Following a given teacher's model of location. Allow students to work in pairs to point to object and determine which demonstrative adjectives should be used for each demonstration.

IP:

Students should complete Actividad 17 and 21.

Assessment/ Evaluation & Feedback:

Grade and provide feedback. Student will prepare for fashion show tomorrow (be prepared to describe their and other students' outfits).

Day 12

OBJECTIVE: *Students will be able to synthesize vocabulary, grammar and other terminology through various oral and written activities.*

PROCEDURES:

Introduction/ Warm-Up:

Allow students to rehearse in cooperative learning groups the vocabulary used for clothing and describing how it fits and cost.

TNM:

Teach students the format for the fashion show and the verbal linguistic and kinesthetic components.

GP:

In groups of 3, students will divide roles: a model, recorder (notes on three or more things that model will be wearing and a designer of the clothing articles in a magazine, including color, cost, company and celebration or season for buying the clothes to be worn).

IP:

Students will begin their preparing their project in pairs of clerk and customers with conversation on clothing, cost, and so on.

Assessment/ Evaluation & Feedback:

Grade and provide feedback.

Day 13

OBJECTIVE: *Students will be able to apply previously learned clothing vocabulary to engage in more complex writing and conversation about stores and items sold.*

PROCEDURES:

Introduction/ Warm-Up:

Students will complete project with partner and prepare for oral presentation to class. Students will also copy vocabulary p.346-347.

TNM:

Teach students the new vocabulary presented in Chapter 7B on page 360 for the summary (and recuerdas location vocabulary on page 351) and model Activity 5 on page 350 and discuss the Fondo Cultural.

GP:

Allow students to complete Activity 5 on page 350 in pairs.

IP:

Students will design a mall following the instructions for Activity 6 on page 351 and provide a description of where different places are located.

Assessment/ Evaluation & Feedback:

Grade and provide feedback.

Day 14-15

OBJECTIVE: *Students will be able to apply previously learned clothing vocabulary to engage in more complex writing and presentation of their personal and global perspective on the influences of clothing choice.*

PROCEDURES:

Introduction/ Warm-Up:

Students will read and ask questions about the performance assessment requirements and overview.

TNM:

Teach students the rubric criteria for exceeding expectations for each component of the performance assessment.

GP:

Allow students to collaborate with a partner a rough draft design of different outfits and descriptions that would follow the project guidelines.

IP:

Students will design their own five outfits keeping in mind their available budget and the fact that each should be unique based on distinguishing characteristics of personality, weather, geographic location- available materials (ex. sheep/ wool), fair trade, culture and profession, cost or economic status.

Performance assessment should be completed at home or within these two buffer days for the completion of the Online Shopping Budget Performance Assessment.

Assessment/ Evaluation & Feedback:

Grade and provide feedback.