

# Unit #6 - En el cafe

Content Area: **World Language**  
Course(s): **Spanish 1 Honors**  
Time Period: **January**  
Length: **4 weeks**  
Status: **Published**

## Unit Overview:

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Students will learn how to order food or a beverage at a cafe, identify food in Spanish, shop for food, talk about activities, talk about the differences between eating habits in the US and Spanish Speaking Countries.

## Essential Questions:

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- How do I keep communication going and know that I am being understood?
- How do I understand what I hear when I'm learning a new language?
- How do I recognize what is important when reading a passage?
- How does understanding the lives of others influence how I interact with the world?

## Enduring Understandings:

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- How do I keep communication going and know that I am being understood?
- How do I understand what I hear when I'm learning a new language?
- How do I recognize what is important when reading a passage?
- How does understanding the lives of others influence how I interact with the world?

## Standards/Indicators/Student Learning Objectives (SLOs):

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- Identify target culture(s) practices related to healthy eating as found in short conversations and brief written messages and determine how the practices are similar to and different from those of the home culture.
- Recognize and use some gestures and idiomatic expressions for ordering and buying food and talking about food practices.
- Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words related to food sources and choices in the home and target cultures contained in culturally authentic materials using electronic information sources.
- Ask and answer questions related to personal choices in food selections.
- Exchange basic information related to routine eating habits and food choices by recombining memorized words, phrases, and sentences in a culturally appropriate way using digital tools and face-to-face communication.
- Describe in writing cultural products or practices associated with a balanced diet.

WL.NL.7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
WL.NL.7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

### **Lesson Titles:**

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- Cafe and Market vocabulary
- ER/IR Verbs
- How to order in a restaurant
- Essential Questions
- Restaurant Screen Creation
- Reading about Dining Out in Spanish Speaking Countries
- Mi plato - My Plate and Nutrition
- Expressing Food Preferences - Me gusta/No me gusta

### **Career Readiness, Life Literacies, & Key Skills:**

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- Global perspectives
- Critical thinking & Creativity
- Information and media literacy
- Communication and collaboration

- Life and career skills

TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.

### **Inter-Disciplinary Connections:**

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- ELA: Reading and writing in the target language
- Sociology
- Health

LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.  Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

### **Equity Considerations**

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### **Amistad Mandate**

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Topic: N/A

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America

- Vestiges of Slavery in this Country

## **Holocaust Mandate**

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Topic: Pati Jinich

Materials Used: Jueves gente

Addresses the Following Component of the Mandate: Jewish Mexican Chef whose family immigrated to Mexico during WWII.

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

## **LGBTQ and Disabilities Mandate**

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Topic (Person and Contribution Addresses): N/A

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

## **Climate Change**

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N/A

## **Asian American Pacific Islander Mandate**

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Topic (Person and Contribution Addresses): N/A

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

### **Summative Assessment:**

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- Print, Audio, Visual, and Audiovisual Interpretive Communication Task: Chapter Test
  - Print, Audio, Visual, and Audiovisual Interpretive Communication Task: Marking period # 3 Assessment
  - Spoken Interpersonal Communication Task: Simulated Conversation
  - Speaking Interpersonal Communication Task: Cultural Comparison
  - Written Interpersonal Communication Task: Email Response
  - Presentation Task: Perform Skits with vocabulary learned in the chapter
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- Alternate Assessment
  - Benchmark
  - Marking Period Assessment

### **Resources & Materials:**

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- Buen Viaje Student Listening CDs, Student Listening Activity Workbook
- NJDOE Student Learning Standards for World Language
- Textbook Buen Viaje Spanish (Glencoe), Workbook
- Buen Viaje Testing Program
- Flash Cards
- White Boards
- Chromebooks
- Google Classroom (questions, posts, assignments, shared documents and websites, polls)
- Google Dictionary Extension (Defines vocabulary into english on websites in the target language)
- Google Docs (Document sharing, assignments)
- Google Forms (Surveys, formative and summative Assessments)
- Google Sheets (Graphing, Graph Creation, Data Analysis)
- Google Slides (Projects)
- Google drawing (Assignment/Image Creation)
- Letsrecap.com (Video recording for speaking practice and assessments)
- Prezi (Projects, Online tutorials)
- Screencastify (Oral projects)
- Wordreference.com (Online Dictionary)
- Zzi.sh (Student Progress Monitoring)
- Language Lab

- Duolingo (Student paced Reading, Listening, Speaking, Writing Language Practice - Vocabulary enhancement)

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### **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

- Identify the forms of ER/IR Verbs and edit sentences using the verbs Remembering, Understanding, Applying
- Identify irregular verbs ir, dar, and estar Remembering, Understanding, Applying
- Identify and Categorize Foods in Spanish Remembering, Understanding, Applying
- Choose the grammatical structure and vocabulary word to complete the sentences Applying
- Oral Speaking Questions list Creating
- Create a conversation in a restaurant in Spanish Creating
- Breakdown a written passage in Spanish and interpret the message Analyzing
- Compare and contrast Eating traditions in Spanish Speaking Countries and US Evaluating

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### **Formative Assessment:**

#### **Warm Up**

- Lunes lenguaje - Spanish writing prompt on the current topic in class
- Martes musical - Spanish Song on the current topic in class
- Miércoles de escuchar - Listening Activity on the current Class topic
- Jueves noticias - Current News article on the Chapter topic
- Viernes Video - Cultural Video on Chapter Topic

#### **Anticipatory Set**

- Songs
- Videos
- Writing Prompts
- Listening
- News
- One Semester of Spanish Love Song (Youtube.com)
- Authentic conversations (Utexas Spanish Proficiency Website)
- Fishbowl activity (Choose a question at random to answer)
- Closure
- Koosh Activity
- Exit Ticket
- KWL
- Whiteboard review games
- Speaking Practice
- Kahoot
- Quizlet Live
- Quizalize

- Silent Ball
- Quizizz
- Gimkit

### **Other Formative Assessments**

- Classwork
- Homework
- TOOC
- KWL on topic
- Vocabulary Quizzes
- Grammar Quizzes
- Google Classroom Questions
- Identify the vocabulary words in Spanish
- Answer the following questions in Spanish in complete sentences
- Correct the sentences in Spanish.
- Create 5 sentences in Spanish about a given topic
- Create 5 sentences about a picture prompt in Spanish
- Google Question - Guess Who Game

### **Closure**

- Exit ticket
- 3-2-1
- Summary
- Debriefing
- Hot seat (rapid fire questions)
- Oral questioning and answers
- Worksheet guided review practice

- Anticipatory Set
- Closure
- Warm-Up

### **Modifications**

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### **ELL Modifications:**

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- Choice of test format (multiple-choice, essay, true-false)

- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

### **IEP & 504 Modifications:**

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\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

### **G&T Modifications:**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers



## **At Risk Modifications**

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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **Technology Materials and Standards**

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- Conjuguemos.com (Vocabulary and Grammar Practice) - <https://conjuguemos.com/vocabulary/15565>, <https://conjuguemos.com/vocabulary/15566>, <https://conjuguemos.com/verb/133>
- Edpuzzle (Using videos as assessments) - <https://edpuzzle.com/media/5ad3cd15cf273f41013ceecb>
- Glencoe.com (Textbook activities) - <http://glencoe.mheducation.com/sites/0078465702/>

- Kahoot.it (Vocabulary/Grammar Review - Jumble and Quiz Games)-  
<https://play.kahoot.it/#/k/940c3e96-eebc-4d38-9e70-039ede20292a>, <https://play.kahoot.it/#/k/d01ad5fa-be08-461b-b173-283e986e0289>
- Letsrecap.com (Video recording for speaking practice and assessments)
- Quia.com (Vocabulary/Grammar Games) - <https://www.quia.com/pa/20222.html>
- Quizalize (Vocabulary/Grammar Games) - <https://www.quizalize.com/quiz/marketplace/eb2135b6-7535-4540-9aaa-a89625352211>
- Quizizz (Vocabulary/Grammar Games) -  
<https://quizizz.com/admin/quiz/56afc77b15e5e69e05056ccb/u311-er-ir-present-tense>
- Quizlet.com (Vocabulary and Grammar flashcards, learn, spell, self test, games, quizlet.live) -  
<https://quizlet.com/33768018/buen-viaje-capitulo-5-flash-cards/>, <https://quizlet.com/140091992/present-tense-regular-er-ir-verb-conjugation-in-sentences-flash-cards/>
- Spanishlistening.org, utexas spanish proficiency (Spanish listening Activities) -  
<https://www.laits.utexas.edu/spe/int06.html>
- Youtube.com (Cultural videos, tutorial videos) - [https://www.youtube.com/watch?v=z-CS3hAuOxs&index=7&list=PLYyn8ySg7EAQQCdZV0AyPKxXrN8Ly9gSZ&disable\\_polymer=true](https://www.youtube.com/watch?v=z-CS3hAuOxs&index=7&list=PLYyn8ySg7EAQQCdZV0AyPKxXrN8Ly9gSZ&disable_polymer=true)

## Computer Science and Design Thinking Standards

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TECH.8.1.12

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.A.CS2

Select and use applications effectively and productively.