

Unit 4: Food & Culture

Content Area: **World Language**
Course(s): **Health I**
Time Period: **September**
Length: **3 weeks**
Status: **Published**

Unit Overview:

Unit Overview

Students use the target language in the three modes of communication to explore cultural products and practices related to food in the home and target cultures. They compare eating habits of teenagers in the home and target cultures.

Cultural Content Statement(s):

Healthy eating habits and fitness practices may vary across cultures (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)

Interpretive:

They interpret age-and-level appropriate written and video/audio text such as menus, supermarket advertisements, recipes, food blogs, and short video clips that focus on food in the target culture.

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions and express preferences related to food preferences, products and practices.

Presentation:

They use list, chunks of language, and memorized phrases to compare food preferences, products and practices in the home and target cultures.

Essential Questions:

- How do you describe types of food?
- How do you describe amounts of food?
- How do you describe a dining experience?
- Are all currencies the same across cultures?

Enduring Understandings:

- Successful communication is knowing how, when and why to convey a message to different audiences.
- Language learning involves acquiring strategies to fill communication gaps
- The content of the world languages classroom encompasses the entire learning experience
- Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.
- Cultural perspectives are gained by using the language and through experience with its products and practices and members of one culture may make assumptions about other cultures based on their own attitudes, values and belief
- Describe amounts of food relating to quantity.
- Describe foods using common names and word related to color size and shape.
- Describe a dining experience using words related to table setting and phrases related to extending, accepting, and refusing an invitation, ordering, and paying for food.
- Currencies may be different across cultures.

Standards/Indicators/Student Learning Objectives (SLOs):

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.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.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.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
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.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Lesson Titles:

- Introduction to Food and Beverage items
- Conjugation of the verbs “Comer” (To Eat), “Tomar” (To take/to Have) and “Beber” (To Drink) in the

Present tense

- Table Etiquettes/Dining and Eating Out in Spanish-Speaking Countries/Hours Of Operation
- Cultural Practices/Perspectives - Food Shopping in Spanish-Speaking Countries (Comparison /American Food Shopping)
- Ordering food and Beverage items in Spanish-Speaking Countries
- Expressing likes, Preferences and Dislikes about Food and Beverage Items
- Expressing quantity/quality
- Food Specialty stores in Spanish-Speaking Countries
- Meals in Spanish-Speaking Countries (Make Comparison with American Meals)
- Currency Exchange vs. American Currency Exchange
- The Four Seasons/Food Celebrations/Recipes

Career Readiness, Life Literacies, & Key Skills:

- Global Perspective
- Information Literacy
- Media Literacy
- Life and Career Skills
- Communication and Collaboration

TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.TL	Technology Literacy
TECH.9.4.8.GCA	Global and Cultural Awareness

Inter-Disciplinary Connections:

English-reading/writing-in the target language

Sociology

LA.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
-----------	---

Equity Considerations

Amistad Mandate

Topic:

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

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Frida Kahlo

Materials Used: Posters, internet, film

Addresses the Following Component of the Mandate: Social

- Social

SOC.6.3.8

Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

SOC.6.3.8.CS1

Recognize the causes and effects of prejudice on individuals, groups, and society.

SOC.6.3.8.CS2

Recognize the value of cultural diversity, as well as the potential for misunderstanding.

SOC.6.3.8.CS4

Listen open-mindedly to views contrary to their own.

Climate Change

Cultural Impact of Climate Change: Exploring the cultural products, practices, or perspectives that mitigate or exacerbate climate change. Discussing how climate change transformed cultural products, practices, or perspectives. For example, how locally sourced foods reduces global footprints.

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Summative Assessment:

- Unit Test including listening, speaking, reading, writing relating to the vocab, grammar and culture in the unit (Food)
- Inter-personal Speaking 1-2 min.
- Interpersonal writing 50+ words
- students write a short essay about their daily meals
- Students will create a menu
- https://docs.google.com/document/d/1mbWC-LIB3WSiIQStzcDOzhMANyW2ZuzykWmgN9v_IUc/edit

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Benchmark

- Unit test that includes listening, reading, writing and speaking sections.
- Target Language Integrated Performance Assessments

Alternative Assessments

- Performance tasks
- Project-based assignments
- Problem-based assignments
- Presentations
- Reflective pieces
- Concept maps
- Case-based scenarios
- Portfolios

Resources & Materials:

- Textbook Buen Viaje Spanish (Glencoe), Workbook
- Buen Viaje Student Listening CDs, Student Listening Activity Workbook
- NJDOE Student Learning Standards for World Language
- Interactive Chalkboard PowerPoint presentation with audio, video, graphics, and practice activities - Introduction to grammar and structures
- Promethean Board
- Websites related to Spanish(see technology)
- Chromebooks
- Google suite with apps
- Google Classroom (questions, posts, assignments, shared documents and websites, polls)
- Google Docs (Document sharing, assignments)
- Google Sheets (Graphing, Graph Creation, Data Analysis)
- Google Forms (Surveys, formative and summative Assessments)
- Google Slides (Projects)
- Google Dictionary Extension (Defines vocabulary into English on websites in the target language)

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

- Use available resources to identify words and phrases associated with food preferences, products, and practices of the Spanish speaking culture. (Blooms: Remembering, Understanding, Applying)
- Ask and respond to questions related to food preferences, products and practices. (Blooms:

Remembering, Understanding, Applying)

- Imitate cultural practices related to food. (Blooms: Remembering, Understanding, Applying)
- Use Spanish menus to identify words and phrases associated with food preferences, products and practices of the Spanish speaking culture. (Blooms: Remembering, Understanding, Applying, Analyzing)
- Recognize common gestures and cultural practices associated with food preferences, products and practices of the Spanish speaking culture. (Blooms: Remembering, Understanding, Applying, Analyzing)
- Give and follow simple directions as they relate to table setting. (Blooms: Remembering, Understanding, Applying)
- Ask and respond to questions to order a meal from a Spanish menu. (Blooms: Remembering, Understanding, Applying, Analyzing)
- Academic Enrichment
- Peer Mentoring
- Organizational Management
- Homework Clinic

Formative Assessment:

Warm-up:

- Oral review- What do you think Spanish people eat? Brainstorm words you remember.
- Rapid fire questions-What is difference between markets vs supermarkets in Latin Countries?
- Video clips of markets from Spanish speaking countries
- Worksheet practice-workbook pages, grammar review pages
- Music
- Guided practice- teacher/student
- Individual practice-students
- Group work- students work cooperatively to answer question related to vocab
- Choral response

Anticipatory Set:

- 2-5 minute activity related to days topic
- Current events
- Discovery Channel short video clips relating food
- Youtube video clips
- Hot seat questioning in target language
- Student Q&A stating date, objective, homework, and important dates prompted in target language
- Oral questioning with oral and/or written response
- Explain a concept in student's own words

Closure:

- Exit ticket

- Hot seat (rapid fire questions)
- Oral questioning and answers
- Review of days lesson
- Worksheet guided review practice

- Anticipatory Set
- Closure
- Warm-Up

Modifications

ELL Modifications:

ELL Modifications

- Digital translator
 - Microsoft word translation feature
 - Google dictionary extension-students can click on word and it will translate it for them in English
- Readings/literature in native language
- Alternate assignments with basic vocabulary
- Allow assignments to be written in native language until basic proficiency in English
- Bilingual Directions
- Extra time for assignments
- Allowance of support personnel
- Intentional grouping with students who can assist ELL student
- Reduce written/reading assignments-provide alternate assessments, including oral assessments
- Use of video in native language to reinforce concepts
- Manipulatives where possible
- Use visuals
- Use graphic organizer
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience.
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Academic Enrichment
- Peer Mentoring
- Organizational Management
- Homework Clinic

- 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:

*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):

504 and IEP Accommodations & Modifications

Speaking

- Providing alternate speaking assessments
- Letsrecap.com (Allow student to record on their own and submit)
- Google Voice/Screencastify (Allow student to record on their own and submit)
- 1:1 Student Speaks with Teacher only
- Consult Speech Therapist or Counselor about assignment to help with IEP and preparation
- Provide an alternate assessment (written)
- Writing
- Use of a scribe or talk-to text
- Allow use of computer for taking notes
- Duolingo.com (Student paced language practice)

Listening

- Preferential seating
- Allow student to have access to the listening source to be able to listen to multiple times
- Edpuzzle (Allow students to watch videos with teacher annotations)

General

- Reduce assignment requirements or break into smaller assignments
- Allow use of computer for taking notes
- Paraphrase directions
- Use graphic organizers
- Time out or guidance support when frustrated
- Preferential seating
- Access to accurate notes/copy of teacher's notes
- Intentional grouping
- Use of assignment book with teacher notations

- Parent daily/weekly reports
- teaching the main ideas/concepts to be taught and repeating them in several different ways over several different days
- providing students with content vocabulary prior to teaching a lesson including that vocabulary
- providing study guides that don't lead the student to study too much extraneous information/scaffolded study guides
- scaffolded notes
- allowing student to take notes in class for reinforcement but also providing a copy of completed/correct notes to study from
- modeling and showing lots of examples
- allowing co-teaching with general education and special education teachers in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side)
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- direct teaching and/or assistance for organization, social skills/peer interactions
- speaking to students privately when redirecting behaviors
- reducing homework length to just those most important for review
- monitoring student moods/behavior fluctuation patterns to report to case manager
- Academich Enrichment
- Peer Mentoring
- Organizational Management
- Homework Clinic

- 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:

Gifted and Talented Modifications

- Extended listening passage and activities
- Extended reading passages with comprehension questions
- Writing activities with concentration on advanced grammar
- Speaking activities for extended periods of time
- Authentic realia activities
- Project Based Learning Activities
- Examine illustrations in textbooks and convert them into target language.
- Student led/directed discussions
- Inquiry based learning
- Modeling
- Jigsaw
- Argumentation and debate
- Journal article analysis
- Graph and/or map analysis / interpretation
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Free Response Question (FRQs) - both written and oral
- Academic Enrichment
- Peer Mentoring
- Organizational Management
- Homework Clinic

- 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

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:

At Risk Modifications

- Organizational management

- Homework clinic
- Allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- allowing student to take notes in class for reinforcement but also providing a copy of completed/correct notes to study from
- modeling and showing lots of examples
- Re-test
- Extra time for assignments
- speaking to students privately when redirecting behaviors
- reducing homework length to just those most important for review
- Academich Enrichment
- Peer Mentoring
- Organizational Management
- Homework Clinic

- 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

Quizlet.com - Learn, Flashcards, Writing, Listening, Matching, Gravity, QuizletLive

<https://quizlet.com/107278200/buen-viaje-1-ch-5-words-1-flash-cards/>

<https://quizlet.com/107278235/buen-viaje-1-ch-5-words-2-flash-cards/>

Kahoot.it - Jumble and quiz games for vocab and grammar review

<https://create.kahoot.it/details/la-comida/6f57af20-aab3-44d0-985c-4cacb6fc8ea1>

<https://create.kahoot.it/details/sp2-chp2-vocab2/d546a806-6b1e-4979-849a-3f5e22fc9830>

Youtube-cultural lessons

https://www.youtube.com/watch?v=9XvSK0N4Cvg&feature=emb_logo

https://www.youtube.com/watch?v=etd0-GwJJ0Y&feature=emb_logo&disable_polymer=true

Computer Science and Design Thinking Standards

CS.6-8.8.2.8.ITH.1

Explain how the development and use of technology influences economic, political, social, and cultural issues.