

Unit 2: Food and Dining

Content Area: **World Language**
Course(s): **Spanish 2 & the Latino Culture**
Time Period: **October**
Length: **20 days**
Status: **Published**

Unit Overview

Learning to communicate in a foreign language is a necessary skill for intermediate learners and involves learning how to eat out at restaurants, making reservations, ordering food, describing and cuisines from spanish speaking countries.

Essential Questions

- How do make a reservation at a restaurant?
- How do I order my food?
- What kinds of food do people in spanish speaking countries eat?
- How do I develop communicative competence?
- How do I know that I am getting better in using language in real-world situations?
- What strategies do I need to communicate in linguistically and culturally appropriate ways?
- When does accuracy matter
- How does the content of the world languages classroom help me understand who I am and the world in which I live?
- How does content help me respond to important questions that extend my learning beyond the classroom?
- Why do people from different cultures sometimes say, write and do things differently from the way I do them?
- How is language a product of culture?
- How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?
- What role does stereotyping play in forming and sustaining prejudices about other 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 beliefs

Standards/Indicators/Student Learning Objectives

- Identify words/phrases, key points, and main idea(s) in target language age- and level-appropriate culturally authentic materials as found in electronic information sources and other texts.
- Ask and respond to questions about target culture by recombining words/phrases using digital tools and face-to-face communication in the target language.
- Ask and respond to questions using digital tools and face-to-face communication in the target language.
- Produce written texts and oral presentations
- Skim and scan target language culturally authentic audio, video, or written text from electronic information sources
- Ask and respond to memorized questions
- Imitate and incorporate appropriate intonation for asking different types of questions
- Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.
- Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s).
- Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities
- Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities.

WL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
WL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
WL.NH.7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
WL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
WL.NH.7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
WL.NH.7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
WL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

WL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
WL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
WL.NH.7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

Lesson Titles

- Introduction to vocabulary 1: *En el Restaurante*
- Introduction to vocabulary 2: *Mas alimentos o comestibles*
- Interpersonal Speaking: *En el restaurante*
- Cultural Comparison: *La Comida*
- Project: *Food of the Spanish Speaking World*

Career Readiness, Life Literacies, & Key Skills:

- Global Perspectives
- Business, Financial, Economic, & Entrepreneurship
- Information Literacy
- Life and Career Skills
- Communication and Collaboration

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Inter-Disciplinary Connections

- English- reading/writing, verb conjugation and sentence structure)
- History-geography and culture (food)
- Mathematics: counting/adding- the use of Euros

LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
MA.N-CN.A	Perform arithmetic operations with complex numbers.
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important

connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LA.W.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

SOC.6.1.12.B.6.a

Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

Equity Considerations

Amistad Mandate

Topic: n/a

Materials Used: n/a

Addresses the Following Component of the Mandate: n/a

Holocaust Mandate

Topic : Stereotypes (Hispanic/Latino foods)

Materials Used: PowerPoint Presentation (costumes that represent stereotyped groups), on-line authentic resources, videos, articles, info-graphs, visual literacy activities, & critical thinking discussion questions

Addresses the Following Component of the Mandate:

- Bias

LGBTQ and Disabilities Mandate

Topic: Influential LGBTQ Hispanics

- Rick Martinez: Rick is a gay Mexican-American chef, who records cooking classes on the Food Network Kitchen.

Materials Used: PowerPoint Presentation, on-line authentic resources, videos, articles, info-graphs, and visual literacy activities

Addresses the Following Component of the Mandate:

- Social

Climate Change

Topic: n/a

Materials Used: n/a

Addresses the Following Component of the Mandate: n/a

Asian American Pacific Islander Mandate

Topic: n/a

Materials Used: n/a

Addresses the Following Component of the Mandate: n/a

Summative Assessment

- Vocabulary Quizzes: En el restaurante/Mas comestibles o alimentos
- Interpersonal Speaking Assessments: students create a conversation between a waiter and a customer in a restaurant
- Final Project: Create a presentation about foods that represent a Spanish speaking Country.

Resources & Materials

- Textbook resources: Buen Viaje 2, Cd's, DVD
- Digital recording
- Audio CD - Vocabulary and Pronunciation
- Interactive Chalkboard PowerPoint presentation with audio, video, graphics, and practice activities - Introduction to grammar and structures
- Audio CD - Listening Comprehension Activities
- Interactive Conversation CD
- Chromebooks
- Google Classroom (questions, posts, assignments, shared documents and websites, polls)
- Google Docs (Document sharing, assignments)
- Quizlet.com (Vocabulary and Grammar flashcards, learn, spell, self test, games, quizlet.live)
- Glencoe.com (Textbook activities)
- Quia.com (Vocabulary/Grammar Games)
- Kahoot.it (Vocabulary/Grammar Review - Jumble and Quiz Games)
- Allpurposegames.com (Vocabulary/Grammar Review Games)
- Duolingo (Student paced Reading, Listening, Speaking, Writing Language Practice - Vocabulary enhancement)
- Letsrecap.com (Video recording for speaking practice and assessments)
- Youtube.com (Cultural videos, tutorial videos)
- Edpuzzle (Using videos as assessments)
- Spanishlistening.org, utexas spanish proficiency (Spanish listening Activities)
- Studyspanish.com (Grammar Review)
- Conjuguemos.com (Vocabulary and Grammar Practice)
- Wordreference.com (Online Dictionary)

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

- Introduction to Unit: DVD, Worksheet, Discussion (repeat, remember, define, understand)
- Grammar: Present tense stem changing verbs (repeat, remember, apply)
- vocabulary: instruction, discussion, vocab lists though wkbk ex.'s, stories and news articles (restaurant and making reservations vocab) (repeat, remember, understand, apply, analyze)
- Interpretive Communication:
- Audio texts (listening to authentic podcasts, CD's, conversations) and completing oral and written responses, CD's, movies, videos, podcasts, current events, short/long dialogues of native speakers (Episodio2 En el restaurante) (repeat, define, understand, apply, analyze)
- Print texts (reading authentic literature/news articles) and completing oral and written responses, authentic literature, stories, newspaper/magazine article
- Partner/Group Work: Oral, Written, Conversation (discussions about dining experiences as well as making reservations) (define, understand, apply, analyze)
- PowerPoint: Introduction to grammar and oral exercises (vocabulary relating to restaurant and food, and present tense stem changing verbs) (remember, understand, apply, analyze, create)

- Pronunciation: Listen to CD/Teacher and repeat (pronunciation of the letter x) (remember, repeat, understand)
- Review/Reinforcement Activities: Whiteboard Relay, Smartboard: Purpose Games, Quizlet, Quia, glencoe.com (repeat, remember, understand, apply, analyze)
- Textbook Exercises: Oral and Written Responses (remember, apply, analyze)
- Workbook: Writing: In-class and Homework Exercises (remember, understand, apply, analyze)
- Cultural: Authentic Text, Videos, Websites (regional foods of Spain, Latin America and Mexico) remember, repeat, understand, apply, analyze)
- Delsea One
- SWAG

Levels of Blooms

- Knowledge: Define, memorize, repeat, label, list, recall, relate
- Comprehension: Restate, express, describe, explain, discuss, review, identify, recognize, translate, interpret
- Application: Apply, use, demonstrate, practice
- Analysis: Compare, differentiate, question, examine
- Synthesis: Compose, create, formulate, organize, prepare
- Evaluation: Compare, evaluate

DOK-Depths of Knowledge

- Level One(Recall): Define, Draw, Identify, Illustrate, Label, List, Match, Memorize, Name, Recall, Quote, Recite, Recognize, Repeat, State, Tell, Use
- Level Two (Skill/Concept): Categorize, Cause/Effect, Classify, Compare, Distinguish, Identify patterns, Infer, Interpret, Make Observations, Modify, Organize, Relate
- Level Three (Strategic Thinking): Develop a Logical Argument, Differentiate, Draw Conclusions, Explain, Hypothesize, Investigate
- Level Four (Extended Thinking): Design, Connect, Synthesize, Analyze, Create

Formative Assessment

WARM UP

- Oral review- brainstorm vocab relating to food and dining in restaurants
- Rapid fire questions- Where do you like to eat? What kinds of foods? What are some of the proper etiquette rules you should follow when dining outside your home?
- Video clips-grammar- (www.studyspanish.com) present tense stem changing verbs
- Video clip-culture (www.bbcmundo.com) Episodio 2-dining out
- Worksheet practice
- Music

Anticipatory Set

- Current events (www.bbcmundo.com)- Is the "horas de comer" changing in Spain?
- Podcasts (www.notesinspanish.com) Spanish people eat late dinners, How does that compare to what time we in the U.S. eat our dinner?
- Listen to natives talking about topic related to day (www.laits.com)
- -natives speaking about experiences dining out
- Discovery Channel short video clips relating to vocab/grammar (www.unitedstreaming.com)
- Youtube video clips (vocab/grammar)
- -present tense of stem changing verbs
- Music
- Choral Response

Closure

- Exit ticket- "How do you say__"
- Hot seat (rapid fire questions)-ask students questions related to dining out
- Review of days lesson

Modifications

ELL Modifications

- Digital translators
- 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
- Delsea One
- SWAG

IEP/504 Modifications

Speaking

- Letsrecap.com (Allow student to record on their own and submit)
- 1:1 Student Speaks with Teacher only
- Alternate written assessment
- Consult with speech therapist and/or guidance counselor to prepare in advance
- Letsrecap.com/google voice-video and audio recording on their own and turn it in

Reading

- Read aloud books or stories for comprehension
- Breaking larger readings into shorter segments
- Reading 1:1 (with teacher or student)
- Accompany reading with visuals
- Pre-reading Activities (may include visuals, background knowledge, cultural information, etc.)
- Providing paraphrased or modified reading materials at the student's reading level.

Writing

- Use of a scribe or talk-to text
- Allow use of computer for taking notes
- Duolingo.com-student paced language practice

General

- Reduce assignment requirements or break into smaller assignments
- Allow use of computer for taking notes
- Preferential seating
- Access to accurate notes/copy of teacher's notes
- Intentional grouping
- Delsea One
- SWAG

Testing Modifications/Accommodations

- Allow student to correct mistakes or answer questions correctly for additional credit if failed the first test (another way to re-teach material)
- Less questions overall if the student takes so much extra time that they are going into future days (than missing instruction) to take test
- Read aloud test/ quiz assignments
- word banks, multiple choice, matching questions help when possible

G&T Modifications

Encourage students to explore concepts in depth and encourage independent studies or investigations. Determine where students' interests lie and capitalize on their inquisitiveness.

Delsea One

SWAG

At Risk Modifications

- Hands On Activities
- Preferential Seating
- Parental Involvement
- Word Bank
- Repeat, reword, clarify directions
- Goal Setting
- Delsea One
- SWAG

Technology Materials and Standards

- Podcasts: www.notesinspanish.com
- Conjugation and rules of verbs: www.studyspanish.com
- Websites related to Spanish: <http://www.laits.utexas.edu/spe/>
- Current events: www.bbcmundo.com
- Native Speaker Audio: www.laits.com
- Digital recording: www.vocaroo.com
- Current events www.bbcmundo.com
- Discovery Channel: www.unitedstreaming.com

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.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Computer Science and Design Thinking Standards

CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.