# Unit 6: Food - Food

Content Area: **Sample Content Area**
Course(s): **World Language 7 Spanish**
Time Period: **Sept-June**
Length: **20 Days & Grade 7**
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## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Spanish 7, GRADE 7

# Unit 6 Food

**Belleville Board of Education**

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## Unit Overview

Students will know:

- Vocabulary related to self, food, meals, mealtimes and going to a restaurant.
- Use Infinitives to express about preferences:
- To eat, to drink, to order, to prefer, to like, to dislike and my favorite
- Adjectives related to eating food such as delicious, tasty, pleasant, displeasing, unpalatable, etc…
- To take, to go, to have.
- When, which, what, at what time, why.
- Polite and informal ways of addressing people.

## Enduring Understanding

Enduring Understanding:

- The way I choose to organize and present my ideas helps my audience better understand what I am trying to say.
- Actively thinking about what I already know helps me better understand.
- When listening, watching the speaker closely or examining other visual clues will help me to understand more.
- When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.
- To have a natural conversation I have to do more than just ask and answer questions.
- I have to listen to what the speaker is saying to me and respond appropriately.
- A person's perspectives, practices, and products are windows to their culture.

## Essential Questions

Essential Questions:

- What is culture?
- What is the connection between a group's perspectives, practices, products and their language?
- How do I make myself clearly understood when speaking and writing?
- How can I better understand what I hear and read when I have just begun learning a new language?
- How do I start, carry on, and end a conversation more effectively?

## Exit Skills

7 Grade Spanish-World Language Students will know the following:

- Conjugate the verb-to like or pleasing/Piacere
- Supply vocabulary for food and drinks.
- Categorize food according to healthy vs. unhealthy foods.
- Express likes,dislikes and preferences regarding food and drinks.
- Interpret a menu from the target culture.
- Describe the foods that they enjoy eating.
- Describe their favorite meal and the foods that they eat during the meal.
- Indicate the times of the day that they eat their meals.
- Describe the foods that they eat for each meal of the day.
- Describe the foods that the people of the target country consume for each meal of the day.
- Indicate the mealtimes of the target country.
- Create a menu which reflects a traditional menu from Latin America or Spain.
- Order food at a restaurant in the traditional manner of Latin America or Spain.
- Create and perform a skit which will be presented in front of the class about ordering food at a restaurant in Latin America or Spain.

## New Jersey Student Learning Standards (NJSLS-S)

Please find below a list of 2016 New Jersey Student Learning Standardsfor World Languages.

| | |
|---|---|
| WL.7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. |
| WL.7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| WL.7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| WL.7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| WL.7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics. |
| WL.7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes. |
| WL.7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities. |
| WL.7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions. |
| WL.7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| WL.7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| WL.7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| WL.7.1.NM.C.4 | Present information from age - and level - appropriate, culturally authentic materials orally or in writing. |
| WL.7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

## Interdisciplinary Connections

| | |
|---|---|
| SOC.5-8.1.3.1 | Compare and contrast differing interpretations of current and historical events. |
| SOC.5-8.1.4.1 | Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. |

## Learning Objectives

Students will be able to:

- Describe the foods that they enjoy eating.
- Describe their favorite meal and the foods that they eat during the meal.
- Indicate the times of the day that they eat their meals.
- Describe the foods that they eat for each meal of the day.
- Describe the foods that the people of the target country consume for each meal of the day.
- Indicate the mealtimes of the target country (Latin America or Spain.)
- Create a menu which reflects a traditional menu from the target country.
- Order food at a restaurant in the traditional manner of the target country.
- Create and perform a skit which will be presented in front of the class about ordering food at a restaurant in the target country.

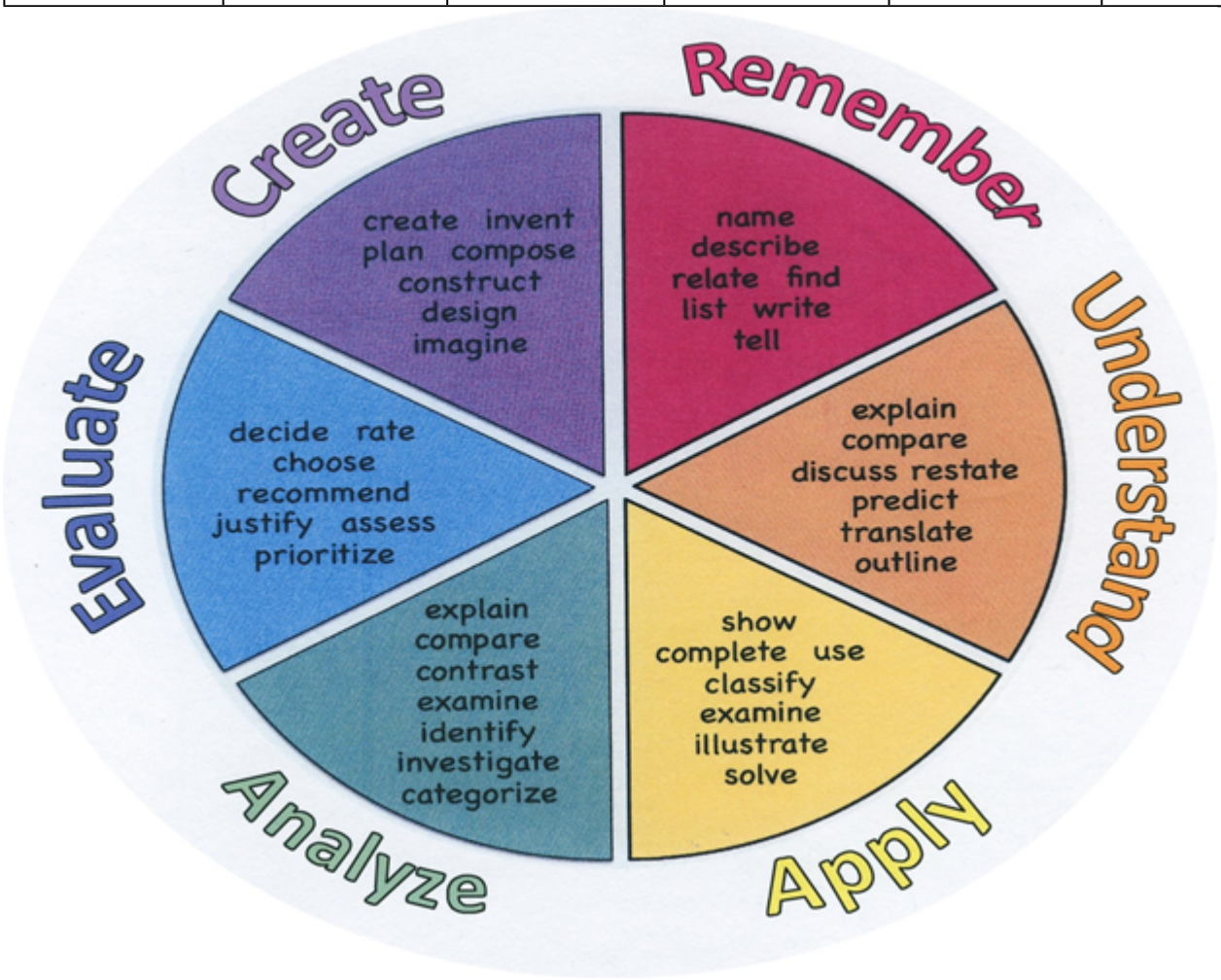
Suggested topics for research about foods:

- Identify nutrients found in common food sources using the product's nutrition label;
- Compare and categorize foods you usually prepare with that of Latin America or Spain.
- Research nutrition-related information on the internet and evaluate the reliability of the information.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |

| | | | | | |
|---|---|---|---|---|---|
| Draw<br>Outline<br>Point<br>Quote<br>Recall<br>Recognize<br>Repeat<br>Reproduce | Paraphrase<br>Represent<br>Restate<br>Rewrite<br>Select<br>Show<br>Summarize<br>Tell<br>Translate<br>Associate<br>Compute<br>Convert<br>Discuss<br>Estimate<br>Extrapolate<br>Generalize<br>Predict | Add<br>Calculate<br>Change<br>Classify<br>Complete<br>Compute<br>Discover<br>Divide<br>Examine<br>Graph<br>Interpolate<br>Manipulate<br>Modify<br>Operate<br>Subtract | Detect<br>Diagram<br>Discriminate<br>Illustrate<br>Outline<br>Point out<br>Separate | Rate<br>Support<br>Test | Drive<br>Devise<br>Generate<br>Integrate<br>Prescribe<br>Propose<br>Reconstruct<br>Revise<br>Rewrite<br>Transform |




## Suggested Activities & Best Practices

Suggested Activities:

Students will be introduced to:

- food and drink via visual and relia (food unique to target countries) e.g., specialty meats, cheeses, famous brands, etc.
- be introduced to concept of open air market vs. supermarket.
- make a menu using Microsoft Publisher for a new restaurant in your town.
- interview classmates on food and drink preferences.
- read and answer teacher-prepared questions based on a menu.
- select meal items of time of day and calculate cost.

## Assessment Evidence - Checking for Understanding (CFU)

Process/Assessment-
Diagnostic-questioning/formative-oral-written/quiz-formative assessment
summative-test

Checklist rubric on the following:

Student response, forcedchoice, open-ended, teacher observation, Question & Answer, Total Physical Response-alternate assessment

Homework*list favorite foods and translate vocabulary

Classwork

Participation

Tests & Quizzes*match the food visual with the correct vocabulary word-summative assessment

Presentations-benchmark assessment

Projects-benchmark assessment

Skits*create a dialogue ordering favorite food-benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep

- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

Textbooks and other resources

Dictionaries

Asi Se Dice

Buen Viaje

Spanish Is Fun

## Ancillary Resources

Resources/Materials

Chromebooks

Smartboard

Handouts

Various Websites

## Technology Infusion

What technology can be used in this unit to enhance learning?

Youtube video

Listening to Podcasts

Photostory

Use of Listening Stations

Smartboard

Laptopsstreams

MS Word

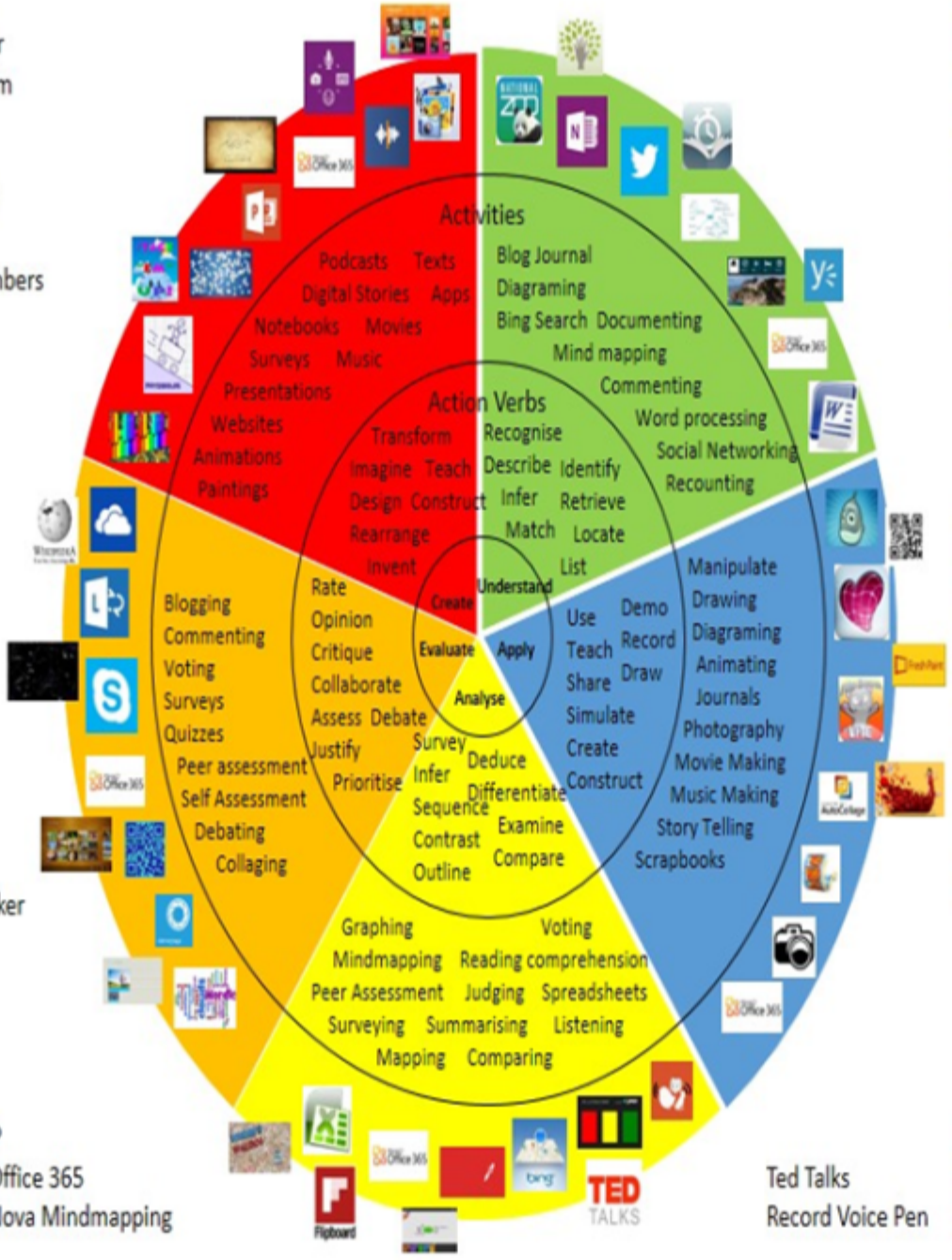
Google Docs

Power Point Presentations

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

| | |
|---|---|
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CAEP.9.2.8.B.1 | Research careers within the 16 Career Clusters ® and determine attributes of career success. |
| CAEP.9.2.8.B.2 | Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. |
| TECH.8.1.8 | 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.8.1.8.A.1 | Demonstrate knowledge of a real world problem using digital tools. |
| TECH.8.1.8.A.2 | Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. |
| TECH.8.1.8.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.8.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes. |
| TECH.8.1.8.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. |
| TECH.8.1.8.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats. |

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving

- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

MODIFICATIONS AND ADAPTATIONS

The guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the students modifications.

Instructional staff of students with Individualized Education Plans (IEP's) must adhere to the recommended modifications defined in each individual plan.

- Provided a word bank on foods vocabulary and includes visuals with vocabulary.
- Provide a list of foods vocabulary words w/pictures in Italian as a study guide.
- Modify tests/worksheets-included with a word bank on foods vocabulary words to choose from.

Differentiation/Modification:
1) The Teacher will walk around and observe the students while they are engaging in group activities to check for comprehension and/or mastery of the lesson content.

2) The Teacher will ask simple questions throughout the lesson related to the material they learned.
3) The Teacher will afford students extra necessary time to do practice presentations accompanied by the teacher and peer feedback to complete assignments.

4) Repeated directions and small group assignments.

STUDENTS BELOW TARGET STUDENTS MEETING OR EXCEEDING TARGET

Guided Practice

Role-Play

Learning Buddies

Cooperative Learning

Time Extensions

Independent Study

Offer Choice of response(verbal, creating a dialogue)

Test Modifications

Pairing oral instruction with visuals

Role-Play

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments

- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping

- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

The Teacher will walk around and observe the students while they are engaging in group activities on:

- Role-play using questions and responses on asking for foods and phrases to check for comprehension and/or mastery of the lesson content
- Follow all modifications detailed in IEP
- Extra time Read questions on assessment
- Provide vocabulary visuals*food vocabulary with visuals
- Monitor comprehension
- Provide organizers/study guides*notes on foods vocabulary
- Frequently check for understanding
- Provide modeling
- Provide guided reading instruction
- Directions repeated, clarified or reworded Re-teach materials, when needed Break tasks into smaller, manageable segments
- Modify tests/worksheets

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

- Students share their notes on food vocabulary with visuals.
- Use study guides with food vocabulary words.

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

Using true/false, matching, or fill in the blank tests in lieu of essay tests

- Students match the foods vocabulary words with the picture.
- Students fill in the logical food vocabualry words/phrases in sentences.
-

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic.  Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers

- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

Student driven projects and presentations skit on ordering food from a menu`.

Interest-based content to trigger student engagement

Real-world problems and scenarios*create a traditional menu`

Open-ended activities

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: