

# Unit 2- La Comida

Content Area: **World Language**  
Course(s): **Spanish 2H**  
Time Period: **OctNov**  
Length: **25 days, 9-11**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

Spanish 2H, 9-11

UNIT 2- La Comida

**Belleville Board of Education**

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**Belleville, NJ 07109**

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Board Approved:

## **Unit Overview**

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### Unit 2: Food and Cooking

- Vocabulary for foods and beverages
- Cooking terms & verbs
- Cuisine of the Spanish speaking world
- Types of dining establishments
- Ordering in a restaurant
- Cultural differences
- Traditions from generation to generation
- Food descriptions

Grammar rules:

- Preterite of stem- changing verbs
- double object pronouns
- subject/verb agreement
- comparisons/ superlatives
- Proper sentence structure utilizing vocabulary
- proper use of vocabulary words in the correct context

## **Enduring Understanding**

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Students will understand that:

- Communicating in at least one other language is essential to gaining knowledge of other cultures (traditions, products and perspectives).
- Comparing English with others languages is important to understanding the nature of language and their cultures.
- Appreciating and understanding the variety of cultures that exist in a society enriches that society.

## **Essential Questions**

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Students will keep considering:

- How does where you live affect what you eat?
- How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?
- What strategies do I need to communicate in linguistically and culturally appropriate ways?
- How does content help me respond to important questions that extend my learning beyond the classroom?
- How is language a product of culture?
- Explain the meaning of everything to them- what matters culturally?
- What traditions will you keep in your families for the future?
- Will your families traditions be handed down to your children- or will you start your own?
- Will you use American traditions and mix them with your family traditions?

## **Exit Skills**

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Students will be able to:

- Explore the foods of target language country and eating customs of its people.
- Express preferences in various settings using learned expressions and strings of sentences.
- Research & calculate the Euro exchange rate.
- Research and calculate the exchange rate of their individual country or country of choice.
- Know how to obtain information on familiar topics.

## **New Jersey Student Learning Standards (NJSL-S)**

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|                      |                                                                                                                                                                                                                                                                      |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WL.IH.7.1.IH.IPERS.1 | Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.                             |
| WL.IH.7.1.IH.IPERS.2 | Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.                                                       |
| WL.IH.7.1.IH.IPERS.3 | Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.                                                                                                                         |
| WL.IH.7.1.IH.IPERS.4 | Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) |
| WL.IH.7.1.IH.IPERS.5 | Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.                                                                                                                    |
| WL.IH.7.1.IH.IPRET.1 | Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.                                                                                                                                               |
| WL.IH.7.1.IH.IPRET.3 | Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.                                                                             |
| WL.IH.7.1.IH.IPRET.4 | Summarize information from oral and written discourse dealing with a variety of topics.                                                                                                                                                                              |
| WL.IH.7.1.IH.IPRET.5 | Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.                                                                                                                                                                          |
| WL.IH.7.1.IH.PRSNT.2 | Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.                                                                               |
| WL.IH.7.1.IH.PRSNT.3 | Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.                                                                                                                                       |
| WL.IH.7.1.IH.PRSNT.4 | Use language creatively in writing for a variety of purposes.                                                                                                                                                                                                        |
| WL.IH.7.1.IH.PRSNT.5 | Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.                                                                                           |

## **Interdisciplinary Connections**

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|------------------|--------------------------------------------------------------------------------------------|
| LA.K-12.NJLSA.R1 | Read closely to determine what the text says explicitly and to make logical inferences and |
|------------------|--------------------------------------------------------------------------------------------|

relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- LA.K-12.NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- LA.K-12.NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- LA.K-12.NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- LA.K-12.NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.
- LA.K-12.NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- LA.K-12.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

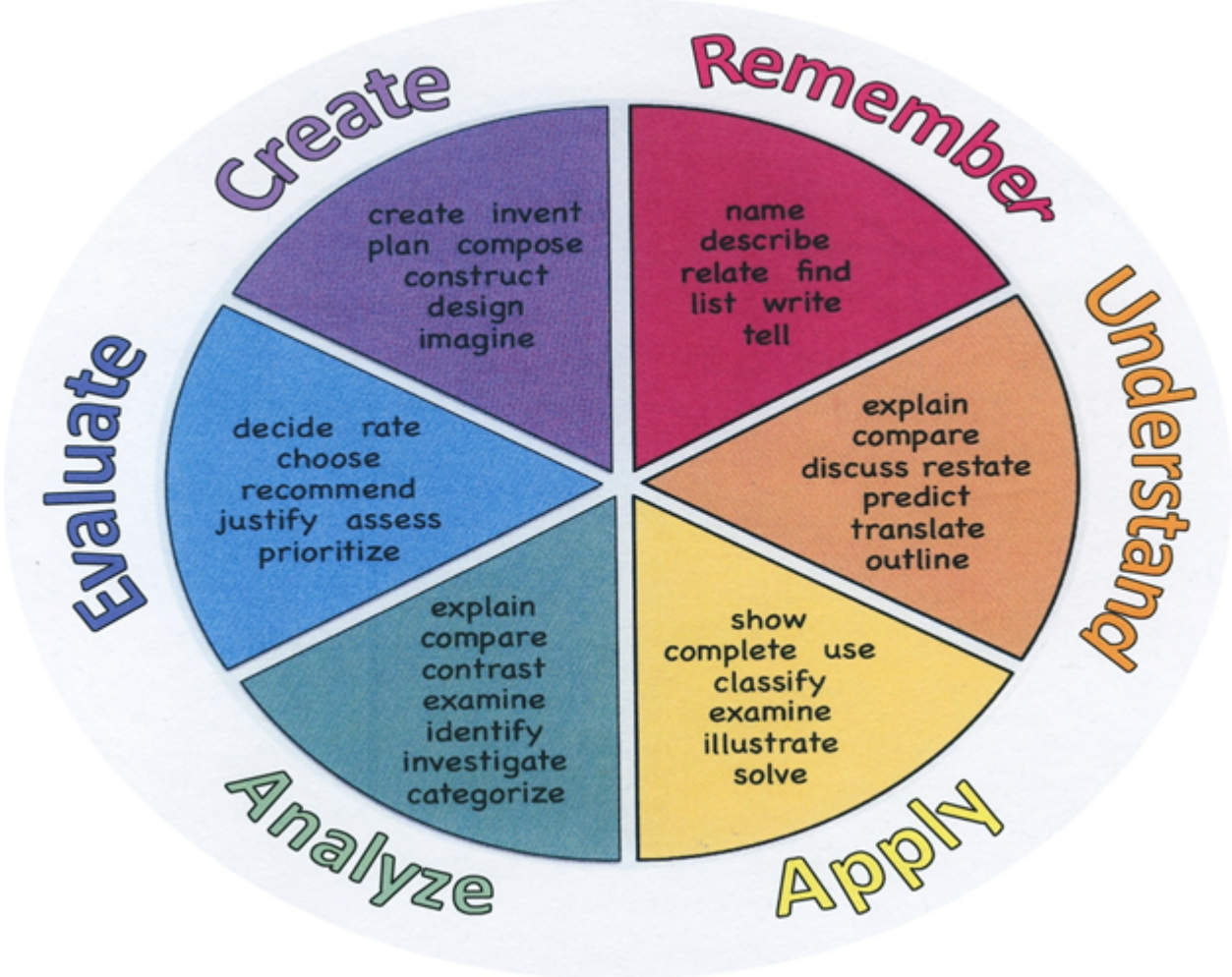
## Learning Objectives

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- **Read, Comprehend, Analyze, and Critique** written text and oral Languages
- **Understand and Apply** written and oral conventions to everyday interactions
- **Compare & Contrast** past tenses of target language with English or other language spoken at home.
- **Evaluate** careers using the target language
- **Recognize and express** feelings / opinions

| 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      | Paraphrase    | Add        | Detect        | Rate      | Drive       |
| Outline   | Represent     | Calculate  | Diagram       | Support   | Devise      |
| Point     | Restate       | Change     | Discriminate  | Test      | Generate    |
| Quote     | Rewrite       | Classify   | Illustrate    |           | Integrate   |
| Recall    | Select        | Complete   | Outline       |           | Prescribe   |
| Recognize | Show          | Compute    | Point out     |           | Propose     |
| Repeat    | Summarize     | Discover   | Separate      |           | Reconstruct |
| Reproduce | Tell          | Divide     |               |           | Revise      |
|           | Translate     | Examine    |               |           | Rewrite     |
|           | Associate     | Graph      |               |           | Transform   |

|  |                                                                                   |                                                            |  |  |  |
|--|-----------------------------------------------------------------------------------|------------------------------------------------------------|--|--|--|
|  | Compute<br>Convert<br>Discuss<br>Estimate<br>Extrapolate<br>Generalize<br>Predict | Interpolate<br>Manipulate<br>Modify<br>Operate<br>Subtract |  |  |  |
|--|-----------------------------------------------------------------------------------|------------------------------------------------------------|--|--|--|



**Suggested Activities & Best Practices**

Suggested Activities:

- Written comprehension activities;
- Reading comprehension activities;
- Oral practice;
- Interactive games;
- Integrate technology (e.g. Kahoot!, Escape Rooms, Seesaw, etc.)
- Exemplar: Work collaboratively in pairs or groups to create, revise and present script on student

choice unit topic in Seesaw video project.

- Students may also use the virtual textbook for other creative ideas in each chapter for project topics.

## **Assessment Evidence - Checking for Understanding (CFU)**

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By identifying the Evidence of Student Learning with Checking for Understanding (CFU)

- Evaluation & Oral presentation rubrics
  - Group activities
  - quizzes
  - tests
  - Peer 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**

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District provided textbooks for each class level.

District provided laptops/Chromebooks.

Teacher may use extra resources from personal collection of textbooks, and workbooks.

## **Ancillary Resources**

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Please list all additional resources that will be used to strengthen this unit's lessons.

- Current event articles
- Internet / Video clips / Virtual tours
- Teacher-generated materials
- Maps: world, country
- Works of literature in target language
- Music lyrics
- online workbook
- online quizzes
- online tests
- Google forms
- Google Docs

## **Technology Infusion**

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World language websites & resources are provided in the vtext and in class assignments like Google Classroom, projects, interviews

Exemplar: Create a 10-15 question Google form using the vocabulary and grammar structures of their choice from the current unit to present to their peers during assessment reviews.

# 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  
 Flipboard  
 Office 365  
 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**

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Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- 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.

## **21st Century Skills/Interdisciplinary Themes**

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- Communication and Collaboration
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

- 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**

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Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

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

## **Differentiation**

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General Differentiations:

- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Study guides
- Multisensory approaches
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Small group setting

Hi-Prep Differentiations:

- Games and tournaments

- Group investigations
- Guided Reading
- Leveled rubrics
- Multiple intelligence options
- Project-based learning
- Stations/centers
- Tiered activities/assignments

## Lo-Prep Differentiations

- Choice of activities
- Flexible grouping
- Goal setting with students
- Jigsaw
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied supplemental materials

Exemplar: Students engage in student choice project based learning to help explore and present understanding of current vocabulary and grammar skills in accordance with their own levels of knowledge. (EX: Create an essay describing your favorite activities from last summer using the necessary preterite tense conjugations).

### 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)**

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-Provide modifications as dictated in the student's IEP/504 plan

-Additional time for skill mastery

-Student working with an assignment partner



-Check work frequently for understanding

-Extended time on tests/quizzes

-Multisensory presentation

- 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
- multiple test sessions
- multi-sensory presentation
- 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)**

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These will be used as needed due to the nature of the classroom.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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**

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-Using videos, illustrations, pictures, and drawings to explain or clarify

-Tutoring by peers

-Having peers take notes or providing a copy of the teacher's notes

-Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

Exemplar: Encourage attendance at before school/after school tutoring program to allow for added one on one review and instruction time.

- 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 work presented 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)**

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Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

- 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

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Unit Name: La Comida

NJSLS: WL 7.NM.A.1, 7.NM.A.2, 7.NM.A.3, 7.NM.B.1, 7.NM.B.3, 7.NM.B.4, 7.NM.C.2

Interdisciplinary Connection: NJSLSA.L3, NJSLSA.L5, NJSLSA.W4, NJSLSA.W5, 9.2.12.C.5

Interdisciplinary Connection: English, Famous People, Science, Culinary Arts, History

Statement of Objective: SWDAT list, examine, and distinguish all the grammar presented. They will be able to justify and explain their answers as well.

Anticipatory Set/Do Now: Build, reinforce, and expand their knowledge while using Spanish to develop critical thinking and to solve problems creatively.

Learning Activity: Teacher directed activities, student centered exercises. Page 48,49 copy vocabulary and the translations. Read and discuss in class. Begin exercises 1-4.

Student Assessment/CFU's: quizzes, weekly checks, and homework is checked together.

Materials:online books, Chromebooks, internet, vtext

21st Century Themes and Skills: Global awareness, civic literacy

Differentiation: Based on the fact that I have mixed levels, I need to move according to the IEP's and the 504's. I will need to adjust the amount of work expected of certain students, and meet them at each individual ability. I may have to modify quizzes, tests, and class work throughout the year.

Integration of Technology: attendance, internet use for any topic that arises, they can take their notes on Chromebooks as well. Google classrooms have been set up and will be utilized as a gateway for extra credit assignments, and for sharing pertinent information.