Unit 3: Travel Preparation, Food; Shopping

Content Area: **World Languages**
Course(s):
Time Period: **Marking Period 1**
Length: **8 Weeks**
Status: **Published**

Brief Summary of Unit

Students will continue to build upon their working knowledge of Spanish language and culture. Students will engage in aural, oral, and written communicative tasks as well as develop further cultural understanding as they develop communicative competence in their ability to discuss food and shopping experiences when traveling.

Travel

Students will learn the vocabulary which will enable them to go to a Hispanic travel agency, plan a trip to a Spanish speaking country, make their way through airport procedures, navigate on the airplane, claim their baggage and acquire transportation to their final destination.

Food

Students will learn about foods and eating customs of Spanish speaking countries. They will learn how to order food in a restaurant or cafe, including explaining food allergies, while also gaining understanding of some of the typical foods. They will also learn how to shop at a food store or farmer's market.

Shopping

Students will learn vocabulary and customs necessary to function in many different shopping situations, including shopping for gift items and clothing in a department store.

The pacing of the unit is contingent on student acquisition of the language as related to their ability to communicate spontaneously on the topic(s) presented.

Standards

CS.K-12.2.b Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

LA.K-12.NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.K-12.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.K-12.NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or

trying a new approach.

CS.K-12.2.d Evaluate and select technological tools that can be used to collaborate on a project.

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

CS.K-12.2.a Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

LA.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

HE.K-12.P.10 Using technology tools responsibly

CS.K-12.2.c Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

LA.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

MA.K-12.1 Make sense of problems and persevere in solving them.

TECH.K-12.P.8 [Practice] - Use technology to enhance productivity, increase collaboration and communicate effectively.

PFL.9.1.K12.P.4 [Practice] - Demonstrate creativity and innovation.

WRK.K-12.P.9 [Practice] - Work productively in teams while using cultural/global competence.

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The WL content standards identified for this unit, in addition to the identified associated cross curricular content-based standards, are relevant to this course.

7.1.IL.IPRET	Interpretive Mode of Communication
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

7.1.IL.IPERS	Interpersonal Mode of Communication
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.PRSNT	Presentational Mode of Communication
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Essential Questions

- o How are the location, government, major cities, important people, traditions, food, music of spanish-speaking countries similar to and different from the United States and how does an understanding of the above improve my ability to communicate effectively with people of Spanish origin?
- o How can I apply what I have learned in my years of Spanish study to successfully communicate with a native speaker?
- o How do spontaneously developed conversations and impromptu presentations help me become a more fluent speaker of Spanish?
- o How has confidence in my ability to respond to what I hear and interpret what I read in Spanish increased as a result of a focus on the communicative aspects of the language?
- o How will acquisition of travel-related vocabulary enable students to go to a Hispanic travel agency, plan a trip to a Spanish speaking country, make their way through airport procedures, navigate on the airplane, claim their baggage and acquire transportation to their final destination?
- o How will an understanding of foods and eating customs of Spanish speaking countries assist students in appropriately ordering food in a restaurant or cafe, enhance their ability to explain food allergies and support them in their ability to successfully and confidently shop at a food store or farmer's market in a Spanish speaking country?
- o How will my knowledge of English grammar help me understand Spanish grammar?
- o How will my knowledge of English grammar help me understand Spanish grammar?
- o How will the acquisition of vocabulary necessary to function in many different shopping situations support students when communicating with personnel when shopping for gift items and clothing in a department store?

Students Will Know

- appropriate ways to communicate, initiate conversation and react in situationally appropriate ways in Spanish in a variety of environments and situations.
- how to order food in a restaurant or cafe, explain food allergies and engage with personnel when shopping at a food store or farmer's market.
- specific vocabulary that will enable them to go to a Hispanic travel agency, plan a trip to a Spanish speaking country, make their way through airport procedures, navigate on the airplane, claim their baggage and acquire transportation to their final destination.
- the correlation that exists between the perspectives, practices and products of a people and effective communication.
- the importance of grammatical accuracy to enhance message clarity.
- the interrelatedness of the communicative modes (interpersonal, interpretive and presentational) and the importance of development of each mode for enhanced communication and message clarity.
- typical foods and eating customs of Spanish speaking countries.
- universal expressions when engaging in conversation with personnel in different shopping situations, including shopping for gift items and clothing in a department store.

Students Will Be Skilled At

- applying their basic knowledge of the Hispanic culture specifically related to Spain, Mexico and Puerto Rico to experiences related to travel and shopping in these countries.
- appropriately typing in Spanish using the ALT key and appropriate codes and selecting symbols available when typing Word documents
- appropriately using "Ustedes" and "Vosotros" when communicating with others.
- communicating accurately and comprehensively when writing in using situationally appropriate vocabulary and grammatical structures.
- communicating orally in Spanish using clear diction, good pronunciation, and suitable intonation.
- conversing in Spanish by applying practical vocabulary, situationally appropriate tense and grammatical syntax in order to communicate in a variety of real-life situations.
- demonstrating comprehension of Spanish in written and oral form.

Evidence/Performance Tasks

- Engage in presentational communication: o Write in Spanish incorporating appropriate vocabulary, grammatical form and tense to discuss travel, shopping and dining experiences o Develop a presentation (web-based diary, journal, etc) that presents highlights from a trip taken to Spain, Mexico or Puerto Rico with a focus on travel, dining and shopping experiences. o Engage in peer editing and constructive criticism of classmates' presentations in providing feedback in written form based on structure and content of the presentation
- Engage in interpersonal communication: o Participate in questioning and discussion by demonstrating understanding of previously acquired vocabulary and sentence structures in differentiated ways in responding to Do now assignments, homework, journal entries, etc o Work in pairs / small groups to recycle past learning when engaging in interviews and discussions centered around the topics of travel, shopping and dining. o Work in pairs / small groups to engage in conversation using correct sentence patterns and proper usage of particles. o Role play authentic social situations using

vocabulary, phrases, and simple grammatical structures to express themselves and create conversation incorporating topics studied to promote retention and acquisition of the language. o Create a skit depicting a situation any traveler can encounter when dealing with airports and airplanes. Tasks: 1-develop an impromptu script incorporating at least one problem that might arise when traveling, 2-work with multiple partners in order to promote spontaneity and enhance conversational variety. o Create a skit depicting a situation any tourist might experience when ordering food in a restaurant. Tasks: 1-develop an impromptu script incorporating at least one problem that might arise, 2-work with multiple partners in order to promote spontaneity and enhance conversational variety. o Create a skit depicting a situation any traveler might experience when shopping in a Spanish-speaking country. Tasks: 1-develop an impromptu script incorporating at least one problem that might arise, 2-work with multiple partners in order to promote spontaneity and enhance conversational variety.

- Engage in interpretive communication: o Answer questions about the presentations in which they engage and the conversations made by their peers to address the content discussed and make connections between content and grammatical accuracy.

Learning Plan

- Develop rubrics and project descriptions that require students to engage in skits and role-playing to practice and demonstrate mastery of the use of Spanish so that they will be able to function in a department store as well as a food store and a market in Spanish.
- Develop rubrics and project descriptions that require students to engage in skits and role-playing to practice and demonstrate mastery of the use of Spanish to demonstrate their learning about the foods and eating customs of different Hispanic areas.
- Expose students to vocabulary necessary to effectively shop when visiting a Spanish-speaking country: o terms and phrases which will assist them in navigating a variety of shopping situations
- Expose students to vocabulary necessary to plan a trip to a Spanish-speaking country: o terms and phrases which will assist them in purchasing an airplane ticket, move through the airport, and make hotel/motel/hostel reservations.
- If possible, plan a trip to one of the area's Hispanic restaurants to practice the vocabulary in the real world.
- Incorporate ancillary materials for authentic listening practice/exercises.
- Provide authentic scenarios within which students use the language in meaningful ways to promote relevant and real-world discussion about travel within the Spanish-speaking world
- Provide daily practice in each of the modes of communication (interpretive, interpersonal and presentational) to promote an understanding of the interrelationship between these modes to the development and promotion of consistently effective and accurate communication.
- Provide readings that encourage students to practice reading comprehension and application of understanding to the development of spontaneity in the language.
- Provide students with access to resources necessary to support them in preparing a typical menu for a selected Spanish-speaking area and then prepare some dishes which will be tasted in the classroom.
- Provide students with the opportunity to research and perhaps even sample typical foods of Spain, Puerto Rico and Mexico.
- Require that students insert accent marks (when conjugating verbs and when spelling terms) utilizing the ALT key and codes and the insertion of symbols as learned and practiced in earlier units.
- Review question/answer formations to model effective oral communication

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1auAf_ekbjIuHu29eh8Vy7_p7cASUjs_JQ6IhEjFoibk/edit?usp=sharing