

Unit 06: A Comer Bien

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 6

Unit Title:	A Comer Bien
Suggested Duration:	9 weeks

Interdisciplinary Connections

Interdisciplinary Connections
<p>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</p> <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12 <p>Math Practices: https://www.nj.gov/education/standards/math/Index.shtml</p> <p>Science Practices: https://www.nj.gov/education/standards/science/Index.shtml</p> <p>Sociology: Describing where and how people live.</p> <p>Art: Drawing houses</p> <p>Geography: Learning about different styles of homes in the Spanish-speaking countries.</p> <p>Find and paste appropriate <u>Companion Standards or Practices</u> here.</p>

Technology Integration

Technology Integration
<p>Northern supports the integration of the SAMR Model: a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.</p>

Chromebook, SmartPhone, Viewsonic and digital interactive platforms

Teacher-created digital presentations

Review with teacher-created digital games and activities

Listening to authentic material integrating blogs, documentaries, and videos via educational digital sites including:

<https://www.yabla.com/>

<https://quizlet.com>

<https://edpuzzle.com>

<http://www.spanish4all.com/>

<http://www.spaleon.com/conj.php>

<http://www.abcteach.com/directory/languages/spanish/>

<http://www.learnspanish.com/>

<http://spanish.about.com/>

<http://spanishfood.about.com/>

<http://www.elmundo.es/>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com/>

<http://www.colby.edu/~bknelson/SLC/index.php>

<http://www.laits.utexas.edu/spe/index.html>

<http://www.ver-taal.com/index.htm>

<http://www.senorjordan.com/los-videos/>

<https://spanish-resources.com/>

<https://llevatilde.es/>

<https://aprenderespanol.org/>

<https://cvc.cervantes.es/>

Standard(s) Addressed

Standard 7 [World Language](#)

- 7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Standard 7 [Climate Change Education](#) (World language)

- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues and exchanging information with classmates and others about global issues, including climate change.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Standard 9 [Career Readiness, Life Literacies, and Key Skills](#)

- 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage

WL.NH.7.1.NH.IPERS	Interpersonal Mode of Communication
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	Interpretive Mode of Communication
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NH.7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
WL.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET	Interpretive Mode of Communication
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

STAGE I Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<i>Students will be able to independently use their learning to...</i>	
describe how the United States become a second home for Hispanics.	
<i>Mastery</i>	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Communication is the ability to understand and be understood in real world contexts. • Language and culture are mutually dependent. • Learning languages provides connections to additional bodies of knowledge. • Learning languages allows students to realize there are multiple ways of 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do people talk about what they eat at each meal? How do people make comparisons about people, places, and things? • What are some common foods and dishes in the Spanish-speaking world?

viewing the world.

- Language students have the ability to participate in multilingual communities

Acquisition

Students will know . . .

- Vocabulario

Unit 6- A comer bien

- Talk about grocery shopping
- Describe foods in terms of flavor and freshness
- Make comparisons
- Single out something
- Discuss food preparations
- Express accidental occurrences
- Talk accidental occurrences
- Talk about good manners
- Order food in a restaurant
- Make complaints
- Avoid using a word already mentioned

Language structure in context

- El comparativo
- El comparativo de igualdad
- El superlativo
- La voz pasiva

Students will be skilled at . . .

- Talk about buying food at the market
- Compare using expressions of inequality, and superlatives
- Talk about typical foods and open-air markets in Bolivia
- Talk about recipes and food preparation in the kitchen
- Use SE and the verb SER to form the passive voice.
- Use past participle as adjectives with the verb Estar
- use SE to describe accidental occurrences
- Talk about the role of QUINUA in the Bolivian economy
- Talk about party items and appropriate behavior
- Talk about the past using the imperfect subjunctive
- Discuss traditional and contemporary Peruvian cuisine
- Order from a menu in a restaurant and make a complaint
- Use the subjunctive with relative pronouns to talk about people or things that may or may not exist
- Read and discuss an excerpt from a novel by Peruvian author Gustavo Rodriguez

<ul style="list-style-type: none"> • Estar y el participio pasado • Mas usos de se • El imperfecto del subjuntivo • El subjuntivo despues de pronombres relativos • La nominalizacion y el pronombre relativo que 	
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STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<ul style="list-style-type: none"> • Teacher-created digital activities for unit vocabulary practice • De compras-Students • Dialogo-Estas manzanas estan carísimas! • Interpretive and presentational - Práctica de vocabulario <ul style="list-style-type: none"> • Slides presentation of unit vocabulary (add appropriate vocabulary) • Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc) • ¿Vamos al mercado? • Slides presentation of unit vocabulary here • Más práctica con el vocabulario y aquí - Vocabulary practice • Impromptu dialogues • Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc) • Interpersonal Communication Los precios de las verduras <ul style="list-style-type: none"> ▪ Interpersonal Communication - La comida y los amigos ▪ Gramática- El superlativo ▪ Juego-A Compara!- Student B makes a different comparison. ▪ Presentational Communication - Haga aquí la compra! ▪ Interpersonal Communication - Lo mejor de lo mejor! ▪ Impromptu dialogues adding to last week's vocabulary to incorporate new language 	<ul style="list-style-type: none"> • Vocabulary assessment • Classroom oral and written interactions and individual written activities. All formative assessments that are not impromptu conversations are recorded in our GC and Flipgrid. • Assessment Project “Manos a la obra” • Elements for the assessment: authentic audios and Google Form • Students will work on completing this project: Mi casa ideal (Change Project have the students use the following - Present Progressive, preposition <ul style="list-style-type: none"> • Students' final revisions project. Project ready for assessment

structure

- Reading Comprehension Activity
- **Elements for the assessment: authentic audio and [Google Form](#)(Change to Spanish)** Grámatica-El comparativo de igualdad
- Una receta favorita-**vocabulario 2**
- Culture-Students will watch a Spanish language cooking show, Take notes, and a summary of the recipe for the class.
- Diálogo-
- Gramática-La voz pasiva. La carne fue asada.
 - Grámatica más uso de SE
 - Antes y ahora-**Interpersonal Communication**
 - **Interpersonal/Presentational Communication** - En el mercado-dialogue using comparative and superlatives.
 - Paso a Paso! Recetas de la abuela-**Presentational Communication**
 - Grámatica-Estar y el participio pasado.
 - **Interpretive communication**
Lectura informativa-La Quinoa " el "grano de oro"
 - Mi alimento favorito- ¿Cómo se produce? ¿Dónde se produce? ¿Qué clima hay en ese lugar? ¿Quiénes lo producen?
 - Repaso-Vocabulario 2, Grámatica, Cultura,
 - Vocabulario 3-Tenemos una fiesta sorpresa!
 - Venn Diagram-to Compare and contrast
 - Diálogo-Modales-Write a dialogue choosing a bad manner.
 - Grámatica-El imperfecto del subjuntivo
 - **Interpersonal Communication** - A Jugar!
 - **Interpersonal Communication** - Ojalá que mi familia y yo hubiéramos ido de vacaciones a Machu Picchu!
 - Cultura-Platos peruanos
 - La cocina Peruana

Other Evidence: formative daily assessments

- Vocabulary Gaming
- Oral activities
 - Show and tell
 - Presentations, Dialogues
 - Class discussions
 - Answering yes and no, direct response questions using previously acquired vocabulary
 - Presentation both face-to-face and recorded of the Unit's practices, products, and perspectives
- Listening activities
 - Watch videos in Spanish.
 - Listen to songs in Spanish.
 - Listen to short dialogues in both formal and informal Spanish and answer questions about what they heard
- Reading Comprehension Activities
- Communicative (interpersonal) Activities, Information Gap Activities
- Whiteboards and/or digital comprehensive activities to practice unit language structures and vocabulary

- Compare and contrast the culinary traditions mentioned before and those of the United States. List manners that are considered important in their cultural communities. Context such as dining, greetings, farewells, visiting someone, etc.
- Vocabulario 4
- En el restaurante- Bienvenido
- Introduccion of Quisiera- ¿Sabes qué vas a pedir?
- Clientes exigentes- Conversaciones entre mesero y los clientes.
- Grámatica-El subjuntivo despues de pronombres relativos - Quiero comer

All courses follow a [balanced assessment system](#) with Practice and Assessments.

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

- Word banks when needed
- Extra time on assessments
- Special seating (away from distractions)
- Read and explain the directions to the student
- Use a highlighter or marker to identify keywords, phrases, or sentences

Organize plan by weeks

Modes of Communication:

1-Interpretative

2-Interpersonal

3-Presentational

Week 1: Introduction of new vocabulary

- Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc)
- [Slides presentation of unit vocabulary \(add appropriate vocabulary\)](#)

Teacher-created digital activities for unit vocabulary practice

- ¿Vamos al mercado?
- [Práctica de vocabulario](#) interpretive and presentational
- Brainstorm as a class a list of fruits and a list of vegetables that students already know then go through the new vocabulary
- Rearrange the room to set up an open-air market. Posters with pictures of the produce for sale and the prices.
- Students will conduct a survey about their favorite fruits and vegetables. A graph will be done and used for comparison.

Week 2: Application of vocabulary

- [Slides presentation of unit vocabulary here](#)
- Teacher-created digital activities for unit vocabulary practice
 - [Más práctica con el vocabulario](#) y [aquí](#) -Vocabulary practice
- Impromptu dialogues (to talk about food at the market)
- Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc)
- Teacher-created digital activities for unit vocabulary practice
- De compras-Students will create slides with 2 categories of fruits and vegetables indicating what they are shopping for.
- Dialogo-Estas manzanas estan carísimas!
- Repaso: El comparativo

Week 3:

- Answer direct responses to questions using acquired vocabulary
- Los precios de las verduras-**Interpersonal Communication**
- Gramática-El comparativo de igualdad
- Students will write six sentences about themselves and their families, using comparatives. Then, in

pairs, students take turns reading aloud their sentences. True or False

- Students will share their favorite specialties. Using a Venn Diagram we will compare and contrast two of the most popular menus. Do a compare and contrast with different cuisines.
- Students will prepare a brief oral presentation on how to shop for a particular kind of fruit and vegetable. Where was it grown, and how one knows when it is ripe, fresh, or spoiled?
- (Create a Google slide for El Comparativo y el Superlativo)
- **Presentational and interpretive practice:** Practica con las frutas ,vegetales comparativos y superlativos and using (Create a Google Form) for immediate feedback
- Think about the essential fruits and vegetables. Which are more necessary than others. Make a list of fruits and vegetables that you consider healthier.
- Share your list with your partner. Share with the class information about your partner's favorite vegetables. Audio(Find One)
- Completa el [google form](#) to show your understanding of the audio.

Week 4:

- Culture-Products information. As with its agriculture, the typical foods vary according to its geography. Learn about what is common in the lowlands and in the high plains.
- La comida y los amigos-**Interpersonal Communication**
- **Gramática-** El superlativo
- Juego-A Compara!-Write the names of 20-30 famous people on strips of paper and place them in a paper bag. Student A from each group must draw 2 names from a bag. Student A has to make a logical and grammatically correct sentence comparing the 2 people. Student B makes a different comparison.
- Haga aquí la compra! **Presentational Communication**
- Lo mejor de lo mejor! En grupos de tres, **Interpersonal Communication**
- Survey about the school and classmates. Poster of superlative statements expressing the information they have learned.
- **Impromptu dialogues adding to last week's vocabulary to incorporate new language structure**
- **Impromptu dialogues adding to last week's vocabulary to incorporate new language structure**
- **Reading Comprehension Activity**
- **Elements for the assessment: authentic audio and [Google Form](#)(Change to Spanish)**

Week 5-

- Una receta favorita-**vocabulario 2**
- Culture-Students will watch a Spanish language cooking show, or an online video demonstrating how to make a Latin dish. Take notes and a summary of the recipe for the class.
- Diálogo-
- Gramática-La voz pasiva. La carne fue asada.
- Students will draft sentences on the topic of cooking. Each student will have a partner and the partner will have to exchange sentences, transform each sentence, and transform each sentence, and transform each sentence into the passive voice.
- Describe to a classmate some of the traditions of Bolivia that you learned in this lesson or on the internet. Your classmate will describe similar traditions in the United States.
- Gramática-Estar y el participio pasado.

Week 6:

- Students will compose a story about cooking a meal. Tell them to use passive voice as much as possible, and encourage humor.
- Students will be divided into groups of 3 or 4. Students will create sentences using verbs like abrir, cubrir, decir devolver, escribir, hacer, morir, poner, puesto, poner, resolver, romper, ver, volver.
- In groups, students will create a story about a restaurant experience in which everything goes terribly wrong. Students will share their stories.
- Gramática más uso de SE
- Antes y ahora-**Interpersonal Communication**
- En el mercado- Students will create a dialogue of their search for the best produce. Students will say if the produce is fresh, sour, green, or ripe using comparative and superlatives.
Interpersonal/Presentational Communication
- Paso a Paso! Recetas de la abuela-Students will help Grandma publish her recipe on the internet.
Presentational Communication

Week 7:

- Lectura informativa-La Quinoa " el "grano de oro"
- Comprensión-Interpretive communication
- Mi alimento favorito- ¿Cómo se produce? ¿Dónde se produce? Qué clima hay en ese lugar? ¿Quiénes lo producen?
- Repaso-Vocabulario 2, Gramática, Cultura,
- Vocabulario 3-Tenemos una fiesta sorpresa!
- Venn Diagram-to Compare and contrast the party items on this page with a typical party they might host or attend. What things would be the same? What would be different?
- Diálogo-Modales-Write a dialogue choosing a bad manner.
- List manners that are considered important in their cultural communities. Context such as dining, greetings, farewells, visiting someone, etc.

Week 8

- Gramática-El imperfecto del subjuntivo
- A Jugar! The first student in each group will have to write the yo form of the infinitive given and the other students will follow until the verb is completed.
- A organizarnos! Your friend is preparing a party and asks for help using some of the details like: día y hora de la fiesta, lugar de la fiesta, numero de invitados.
- **Interpersonal Communication**
- Students will work in small groups. They will take turns saying what they wish had happened differently in their lives, for example, Ojalá que mi familia y yo hubiéramos ido de vacaciones a Machu Picchu! **Interpersonal Communication**
- Cultura-Platos peruanos
- La cocina Peruana
- Compare and contrast the culinary traditions mentioned before and those of the United States.

Week 9:

- Vocabulario 4
- En el restaurante-Bienvenido
- Introduction of Quisiera- ¿Sabes qué vas a pedir? Diálogo-intercambien información sobre sus platos favoritos y su forma de preparación preferida.

- Clientes exigentes-Conversaciones entre mesero y los clientes que está atendiendo. Take turns playing each others role.
- Grámatica-El subjuntivo despues de pronombres relativos
- Students will describe their favorite restaurant only using sentences in the subjunctive. Quiero comer

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, LGBTQ and students with 504 plans.

Specific Resources for Unit

Specific Resources for Unit

- Google Apps For Education (GAPE)
 - Maps
 - Sites
 - Forms
 - Drive
 - Classroom
 - Slides
 - Add ons
- Internet
 - Youtube.com videos for aural comprehension and grammar tutorials
 - Quizlet.com
 - Wordreference.com
 - Yabla.com
 - <https://www.laits.utexas.edu/spe/>
 - Audiolingua
 - Videoele
 - Flipgrid
 - Padlet
 - Socrative

- Quizizz
- Edpuzzle
- Thinglink
- LiveworksheetsAudiolingua
- [Locura de marzo](#)
- Texts
 - Classroom Instruction That Works by Robert J. Marzano
 - Spanish-English Dictionary
 - Workbooks
 - Authentic reading materials for comprehension exercises
- Teacher-created worksheets and information
- Technology
 - Chromebooks
 - Personal Devices/Phones
 - Screencastify
 - Viewsonic / myviewboard
 - Loom
 - Remind

Diversity, Equity, & Inclusion

[Diversity, Equity & Inclusion](#)

Provide a brief description of how this unit addresses DE&I.

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the

tools for ongoing inclusive and equitable communication.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Describe weather everyday in the beginning of each lesson. Compare the weather in my region to other overseas Spanish Speaking Countries	
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	