Heritage Speakers Unit 3

Content Area:
Course(s):
Time Period: **MP3**
Length:
Status: **Published**

Targeted Standards

Interpretive Mode:

7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age□ and level□appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.

7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.

7.1.IM.A.3 Analyze the use of verbal and non□verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.

Interpersonal Mode:

7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age□ and level□appropriate classroom and cultural activities in familiar and some unfamiliar situations.

7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

Presentational Mode:

7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia□rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. 7.1.IM.C.4 Synthesize information found in age□ and level□appropriate culturally authentic materials.

7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one’s own culture as evidenced

through their cultural products and cultural practices.

Rationale & Transfer Goals

This unit introduces students to foods of the Spanish speaking world. Become aware of different food products from Spanish regions. Expand vocabulary and apply their understanding of the practices, customs and cultural perspectives about food choices. Identify practices that promote the development of a healthy routine.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

1.
    1. Identify ways to maintain personal nutrition and health.
    2. Eating habits in Spanish-speaking countries.
    3. Recognize and describe how to make healthy nutritional choices.
    4. Culture and food shape our identity and community.

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

1.
    1. What choices can I make to be and stay healthy?
    2. What are some traditional dishes in the Spanish-speaking world?
    3. How can I influence others to have a balanced diet?
    4. Why is it important to learn about other cultures' food?
    5. How does food relate to our identity?

Content/Objectives

Content - What students will know

- Cultural perspectives on meals.
- Food and beverages vocabulary.
- Authentic Spanish products.
- Discuss food preferences and healthy food choices.
- Recognize the different types of food and food groups.
- Shopping for food
- The history of Chocolate.
- Express quantity and quality.
- El Mercado Hispano “La boqueria”.
- Infinitive verbs -er and -ir.
- Food differences in the United States and Spanish-speaking countries.
- The food pyramid
- Read food labels.
- “La Sobremesa”
- Create a restaurant menu.
- Numbers

Skills - What students will be able to do

- Identify food vocabulary.
- Research about food groups.
- Make a shopping list in the target language.

- Classify food products.
- Research different traditional dishes from the Spanish-speaking world and their main ingredients.
- Research the definition of “Food Pyramid”.
- Identify Food groups.
- Create a food pyramid interactive poster.
- Create an interactive Spanish restaurant menu in Google Slides with the following criteria:

-Spanish country location.

-Name of your restaurant.

-Design the menu.

-List at least two meals and desserts that include items from each of the groups on the Food Pyramid.

- Identify Infinitive verbs.
- Virtual trip to the market of “La Boqueria” in Barcelona.Un paseo gastronómico por Barcelona, conoce La Boquería
- The history of Chocolate
- Create a four-course meal that features chocolate as the main ingredient.
- Use adjectives of quantity or number.
- Use adjectives of quality.
- Read the article:

“The 11 Differences between the Spanish and American Diets”. https://www.insider.com/biggest-differences-spanish-american-diets-food-2018-5

- Compare and contrast the difference between the Spanish and American diets.

Instructional Activites

Evidence (Assessments) - How we know students have learned

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- Interpersonal, interpretive, and presentational assessment.

- Small groups Socratic seminar.
- Speaking, reading, and writing activities
- Group work: pair and share activities.

- Vocabulary quizzes.
- Comprehension quizzes.
- interactive worksheets (Wizer.me activities)

- Cooperative learning projects.

- The Breakdown Pyramid diagram
- Concept Mapping
- Entrance/Exit Tickets
- Formative Assessments
- Whiteboard activities
- Assignment Choice Board

Activities/Strategies - How we teach content and skills

Weeks 1-2:

● Introduce the new vocabulary

● Read the article “La Comida Latinoamericana”. https://www.migelatina.com/la-g-latina/gastronomia-latinoamericana-3326

● Make a chart with the different food products from each country.ALIMENTOS MUNDIALES DE ORIGEN

LATINOAMERICANO | ISO TOPS

● Watch different videos related to “La Gastronomia Latinoamericana”.

Las 6 mejores gastronomías de América Latina

LA COMIDA TÍPICA DE CADA PAÍS DE LATINOAMÉRICA | ISO TOPS

- ● Compare and contrast writing exercises about different traditional dishes in Latin America.

●Explain in your own words what your favorite Latinamerican food is?.

●Pick a Spanish-speaking country and research about different traditional dishes from that region.

Weeks 2-3:

- What is “La piramide alimenticia?” http://badali.umh.es/assets/documentos/pdf/artic/piramide.pdf
- Define and give an example of each food group.https://www.myplate.gov/resources/en-espanol
- Build your own food pyramid. https://www.5aldia.es/es/5-al-dia-en-casa/la-piramide-los-alimentos/juega-piramide-alimentaria/
- Make a list of 10 -er and -ir verbs. Spanish Grammar: Verb Infinitives Spanish Grammar: Verb Infinitives
- Conjugate in present tense the “Comer and beber” verbs. https://spanish.yourdictionary.com/spanish-language/spanish-verb-conjugations/comer-verb-conjugation-in-spanish.html
- Identify ways to make healthier food choices. How to read food labels: https://kidshealth.org/es/kids/labels.html

https://kidshealth.org/es/teens/food-labels.html

- Presentational assessment (choice board)

Weeks 3-4:

- Introducing the new vocabulary.

- Read the article:

"The 11 Differences between the Spanish and American Diets". https://www.insider.com/biggest-differences-spanish-american-diets-food-2018-5

- Write 5 important points of the article "The 11 biggest differences between Spanish and American Diets"

- Create a venn diagram and compare the Spanish and American diets. https://creately.com/diagram/example/h1cpsnpr2/spanish-vs-american-food

Weeks 4-5:

- Watch a video about the history of Chocolate.La verdadera historia del CHOCOLATE || Documentales National Geographic Español
- Discuss the history and development of Chocolate in Spanish countries.
- Where is chocolate from? (Historia del chocolate) https://docs.google.com/document/d/113Y-AQepc5FTsRgnQ0SgwusMdm1vpqRkr_-SJq197D0/edit?usp=sharing
- Create a timeline about the history of chocolate.
- Create a map to identify the production of Cacao in Spanish countries. https://www.agrilinks.org/post/mapping-distinctive-flavor-central-american-cocoa

Week 6

- Introduce:

-Quantity adverbs

-Quality Adverbs

-Comer and beber (Eat & drink) verbs in the present tense.

-Querer/prefer verbs (To want/To prefer) verbs in present tense.

- Complete the descriptive adjectives activities.
- Create a cognates wall list.
- What does the tradition of “Sobremesa” mean?
- Compare and contrast the difference between the dining customs in Spain with the United States.
- Write your own version of “Sobremesa”.

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

- Vocabulary to discuss everyday life.
- Grammatical concepts:
- Infinitives verbs
- Descriptive adjectives
- Quantity adverbs
- Quality adverbs
- Numbers
- Basic conjugation and use of present tense and the verb “Tener”.
- Colors
- Talk about food preferences.
- Use of prepositions
- Understand the sequence of events
- Vocabulary to discuss cultural differences

Spiral Focus from Previous Unit

- Vocabulary
- Verbs “Tener”, “comer ” “beber”, “preferir”
- Adjectives needed to describe self and others.
- Vocabulary for comparing/contrasting
- Nouns
- Articles
- The use of prepositions
- Important geographical locations
- Hispanic countries.
- Grammar rules and concepts for adjectives, nouns, articles in Spanish.

Instructional Activity

- Identify the learning objectives.
- Plan lesson sequence.
- Practice concept:adjective placement, concept of gender/number, etc.
- Paired practice
- Create a realistic timeline.
- Modify prior and during the lesson.
- Welcome current events examples.
- Illustrate the topics in different ways.
- Assessment of student understanding (Peardeck or google questions)

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

9.4.11.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.11.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.11.TL.3: Select appropriate tools to organize and present information digitally.

9.4.11.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)

Key Resources

-
    - Authentic reading materials
    - PowerPoints
    - Youtube videos
    - Educational and Authentic Videos
    - Teacher created activities.
    - Smart board

Interdisciplinary Connections - How does this content impact the following groups

RI.11-12.7
(ELA)

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

SL.11-12.5
(ELA)

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6.1.12.GeoHE.13.a (SS)	Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.
6.1.12.GeoHE.14.a (SS)	Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

LGBTQ

Students will make connections using relevant LGBTQ events and personalities in history when applicable in our lessons.

Hispanic

Students will make connections using relevant events and Hispanic people and places in history when applicable in our lessons.

African American

Students will make connections using relevant African Americans and Afrolatino people, events and places when applicable in our lessons.

Women

Students will make connections using relevant women and Women events when applicable in our lessons.