April Spanish Gr. 7 Unit 4 Peru

Content Area: **Spanish**
Course(s):
Time Period: **April**
Length: **6-10 Weeks**
Status: **Published**

Unit Overview

Students will learn about life in Peru and speaking the Spanish Language.

Enduring Understandings

Objectives

- To use expressions commonly used about meals.
- To express degrees of likes and dislikes.
- To say what one wishes to eat and drink at different mealtimes.
- To represent quantity in words and phrases.
- To express desire or want and preference.
- To express necessity.
- To decide what to buy at specialty food stores and perform tasks in a kitchen.
- To express who or what receives an action.
- To identify for whom an action is performed.
- To describe items on a dining table, and actions and expressions related to dining.
- To explore cultural aspects of Peru.

Essential Questions

What is life like in Peru , and how can we communicate in Spanish?

Instructional Strategies & Learning Activities

Vocabulary

- Specialty stores.
- Foods.
- Meals.
- Beverages.
- Useful expressions about meals.

Grammar

- To express desire and preference using: *querer* and *preferir*, *e* > *ie* verbs.
- To express who or what receives the action of a verb.
- To refer to who or what receives the action of a verb using a pronoun.
- To express certain actions in the present using irregular *yo* form verbs.
- To decide for whom an action is performed or who benefits from it.
- To express actions through irregular verbs: *e* > *i*.

Culture

- Geography of Peru.
- Cultural information about Peru: the Incas, the Nazca lines, and *los caballitos de totora*.
- Iquitos.
- *El maíz.*
- *El paiche.*
- *La comida rápida.*
- *Ceviche para la cena.*
- *El cuy peruano.*
- Dining etiquette in Peru.
- *Las chifas.*

LA LLEGADA

Estimated time: 2 sessions.

Dialogue: *En Lima.*

Functions & forms:

- Expressions used with meals, such as *es saludable* and *¡qué rico!*
- Adverbs of quantity.
- Stem-changing verbs.
- The verb *gustar*.

Culture:

- *Lima.*
- *Sancochado.*

DESAFÍO 1

Estimated time: 6 sessions.

Dialogue: *¡A cocinar pescado!*

Functions & forms:

- Foods, beverages, expressions related to meals.
- Expressing how much one likes or dislikes something using adverbs of quantity.
- Expressing want, dislike, and preference using the stem-changing verbs *querer* and *preferir*.

Culture:

- *Iquitos, Perú.*
- *El maíz.*
- *Arte vegetal.*

DESAFÍO 2

Estimated time: 5 sessions.

Dialogue: *Seco de carne.*

Functions & forms:

- Stores, actions, and useful expressions related to food preparation.

- Expressing who or what receives the action of the verb.

Culture:

- *La comida rápida.*
- *Tiendas de especialidades.*

DESAFÍO 3

Estimated time: 6 sessions.

Dialogue: *Un ceviche para todos.*

Functions & forms:

- Items, actions, and useful expressions related to dining.
- Expressing certain actions in the present using irregular verbs.
- Expressing for whom an action is performed or who benefits from it.

Culture:

- *Ceviche para la cena.*
- *El cuy peruano.*
- *Los modales en la mesa en Perú.*

DESAFÍO 4

Estimated time: 5 sessions.

Dialogue: *Suspiro limeño.*

Functions & forms:

- Using expressions related to the taste of food.
- Expressing certain actions in the present using *e > i* stem-changing verbs.

Culture:

- *Las chifas.*
- *La pesca en Perú.*

TODO JUNTO /

EL ENCUENTRO

Estimated time: 2 sessions.

Functions & forms:

- Review of *Desafíos 1–4.*

Culture:

- *La Plaza de Armas de Lima.*

REPASO

Estimated time: 2 sessions.

Vocabulary: *Repaso.*

Grammar: *Repaso.*

MAPA CULTURAL / LECTURA

Estimated time: 2 sessions.

Mapa cultural: *Perú.*

Reading: *Festividad inca del Inti Raymi.*

PROYECTO / EVALUACIÓN

Estimated time: 4 sessions.

Project: *Nuestros restaurantes.*

Self-evaluation: *Autoevaluación.*

Integration of Career Readiness, Life Literacies and Key Skills

-Students work in small groups to create oral presentations

-Students work in small groups to create dialogues in the target language

-Students discuss cultural norms within Hispanic countries and compare and contast with those of their own

-Students use critical thinking to analyze their ability to learn in the TL and make suggestions on how instruction can be revamped

9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology and Design Integration

-Students will interact with the lessons on the Smartboard and ulilize their devices to create evidence of learning.

-Students will use google products like classroom, drive, email, docs, and slides to review, compose, organize, and present information.

-Students will use Schoology.com to review text resources and complete their homework.

-Students will use Quizziz.com for assesments.

-Students will use Classdojo.com to track participation progress.

ITH	Interaction of Technology and Humans
	Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
	Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
EC	Ethics & Culture
	Technological disparities have consequences for public health and prosperity.
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.
8.2.8.EC.2	Examine the effects of ethical and unethical practices in product design and development.

Interdisciplinary Connections

Subject Standard		Activities
LanguageArts	• Reinforce the use of a key reading strategy.	• 100
	• Learn about certain grammatical concepts.	• 14, 20, 37, 54, 60, 81
	• Expand knowledge of a subject through research.	• 13, 41, 80, 99

Art	• Learn about art made with food items.	• 24
Social Studies	• Learn about the geography of Peru. • Research neighborhood stores and the function they serve.	• 97, 98 • 36
Math	• Convert meters to feet.	• 19
Science	• Research the impact of plastic bags on the environment. • Learn about the sense of taste and conduct an experiment.	• 41 • 80

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be supported with additional learning materials and strategies based on their skills and learning needs.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

All IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Pre-test and end of year assessments.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Evaluation criteria

- State what one wishes to eat and drink
at certain meals.
- Quantify how much one likes or dislikes something.
- Express want and preference using

the verbs *querer* and *preferir*.

- Identify actions using irregular and *e* > *i* verbs in the present tense.
- Identify actions using first person irregular verbs.
- Describe kitchen tasks and specialty stores.
- Decide who or what receives an action and its equivalent pronouns.
- Relate for whom an action is performed or who benefits from it, and equivalent pronouns.
- State dining-related actions and experiences.
- Express understanding of Peruvian customs, geographical aspects, and historical facts.
- Recognize the differences between linguistic expressions in Spanish-speaking countries and in the United States.

Interpersonal mode **Activities**

Speaking	• Ask and answer questions from classmates. • Share opinions with classmates. • Interview classmates. • Talk about photos.	• 2, 44, 52, 74, 89, *Proyecto* • 2, 7, 15, 28, 78, 84, *Proyecto* • 18, 44, 58, 65 • 70, 84, 89
Writing	• Write a descriptive paragraph. • Make a list and take notes. • Write an e-mail.	• 27, 68 • 11, 56, 78, 93 • 43
Listening	• Listen to a partner and respond appropriately. • Listen to a classmate and evaluate or summarize the information.	• 22 • 28, 44, 58, 78, 92
Reading	• Read and/or take notes. • Note observations.	• 94, *Lectura* • 31, 82

Interpretive mode

Listening	• Identify images based on descriptions. • Listen to a conversation and show comprehension. • Listen to audio and video about cultural topics.	• 25, 33, 47 • 16, 22, 33, 35, 39, 47, 57, 61, 73, 85 • *Tu desafío, videos*

Reading	• Read a set of notes, a review, a menu, and/or a conversation. • Answer reading comprehension questions. • Read about new cultural information using cognates.	• 42, 45, 99, *Lectura* • 100 • *Fotonovelas, Mapa cultural, Lectura*

Presentational mode		**Activities**
Speaking	• Design and present. • Display results of an interview.	• 45, 95 • 65
Writing	• Write and present a skit. • Write a rationale. • Plan a menu.	• 12, 79, 91 • 95 • 28

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

-Class Participation

-Quizzes

-Chapter tests

-Projects

Instructional Materials

Santillana Textbook series

Audio

Workbooks

digital resources

Standards

Standards for learning Spanish (2020/21)

-Interpretive Mode of Communication

• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

• 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

-Interpersonal Mode of Communication

• 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in varioussocial situations.

• 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for

participating in classroom and cultural activities.

-Presentational Mode of Communication

• 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

COMMUNICATION

1.1. Interpersonal mode

- Discuss the challenge for each pair in Peru.
- Conduct a survey of healthy and favorite foods.
- Interview students to gather information and chart results.
- Conduct interviews about kitchen chores and organize findings.
- Play a verbal game by adding a new food to a list of favorites.
- Write an e-mail.

1.2. Interpretive mode

- Listen to a story and answer comprehension questions about the content.
- Demonstrate comprehension by matching, true/false, fill-in-the-blanks, and/or multiple choice.
- Read a supermarket ad and select foods for certain meals.

1.3. Presentational mode

- Describe preferences for each meal.
- Write a skit about shopping.
- Research a recipe on the Internet.

- Describe the steps in setting a table.
- State the frequency of performing certain actions.
- Summarize cultural information in a text.
- Write a restaurant review.
- Plan a menu for a dinner party.

COMPARISONS

4.1. Compare languages

- Compare the irregular verbs in Spanish and English.
- Compare direct object pronouns in English and Spanish.
- Compare how English and Spanish express desire, preferences, and dislike.
- Reflect on irregular conjugations.
- Compare the expression of negation.

4.2. Compare cultures

- Compare the incidence of specialty stores in the United States and the Spanish-speaking world.
- Compare the popularity of outdoor food stands.
- Reflect on reasons why people like the foods they eat.
- Compare food-based arts and crafts in the United States and Peru.
- Compare indigenous festivals in Peru and the United States.

CULTURE

2.1. Practices and perspectives

- Understand the importance of the sun to the Incas.
- Discover differences in table manners.

- Understand variations in food tastes.
- Understand the importance of fishing to the Peruvian economy.
- Understand differences in Peruvian fast food.
- Understand the nature of eating habits.

2.2. Products and perspectives

- Discover Peruvian *arte vegetal*.
- Discover the indigenous population of Peru.
- Reflect on the diversity of Peruvian recipes.
- Reflect on why so many Peruvian food products are corn-based.
- Expand knowledge of Peruvian industry.
- Learn about Peruvian cities, regions, and celebrations.

COMMUNITIES

5.1. Spanish beyond the school setting

- Present the results of a new restaurant research project.
- Convince the judges why a certain pair should win.

5.2. Spanish for lifelong learning

- Take a virtual tour of Iquitos.
- Research *Inti Raymi* celebrations.
- Visit a *chifa*.

7.1.NH.IPRET	Interpretive Mode of Communication
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.

7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
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	Interpersonal Mode of Communication
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
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.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
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.