

05_Unit 5: En el café/La comida

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **20-25 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

This is a full year course that is designed to develop basic reading, writing, speaking and listening skills in the Spanish language through a variety of media. Various aspects of Spanish culture in Spain, the Caribbean, Central America and South America, as well as the geography of these regions, are discussed around the world. Students will have the opportunity to ask questions and respond to them in Spanish. Students will be able to conduct conversations in the target language. Students will learn the basics of the Spanish language, the common phrases, food, describing self and others, school, sports, family and home. This course develops the essential pieces of learning the beginning levels of a world language: reading, writing, listening and speaking. It also emphasize the three modes of communication: interpretive, interpersonal and presentational. Spanish 1CP will provide students with authentic materials and the use technology within the classroom to allow the students to grow as Spanish speakers, readers, writers and listeners in the Global world. Students will have the ability to communicate with others and culturally understand the importance of a foreign language as an essential component of global competence.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- cultures of different Latin American countries eat different foods and at different times than American cultures
- the countries of Latin America and the USA use different foods because of differences in products and climates.
- ordering food in a restaurant is an important skill when traveling.

Essential questions:

- How do climate and location affect the products a country exports? How does this affect the food products of the country?
- How do verbs conjugate differently in Spanish than in English?
- Is verb conjugation important to communicating in a target language? Why or why not?

CONTENT AREA STANDARDS

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| WL.NM.7.1.NM.IPERS.1 | Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. |
| WL.NM.7.1.NM.IPERS.2 | Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. |

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| WL.NM.7.1.NM.IPERS.3 | Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. |
| WL.NM.7.1.NM.IPERS.4 | Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. |
| WL.NM.7.1.NM.IPERS.5 | Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. |
| WL.NM.7.1.NM.IPRET.1 | Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. |
| WL.NM.7.1.NM.IPRET.2 | Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. |
| WL.NM.7.1.NM.IPRET.3 | Identify familiar people, places, objects in daily life based on simple oral and written descriptions. |
| WL.NM.7.1.NM.IPRET.4 | Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. |
| WL.NM.7.1.NM.PRSNT.1 | Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. |
| WL.NM.7.1.NM.PRSNT.2 | State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. |
| WL.NM.7.1.NM.PRSNT.3 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| WL.NM.7.1.NM.PRSNT.4 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| WL.NM.7.1.NM.PRSNT.5 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 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. |

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

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| LA.K-12.NJSLSA.L1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| TECH.K-12.P.4 | Demonstrate creativity and innovation. |
| TECH.K-12.P.8 | Use technology to enhance productivity increase collaboration and communicate effectively. |

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- how to conjugate regular verbs (ER/IR verbs).
- there are 3 types of regular Spanish verbs .
- pricing of foods is much less expensive in Latin American countries than in Spain and the United States.
- different types of food in Latin America are served.
- there are different meanings for the same food item.
- different cultures enjoy their meals at different times of the day.
- the food grown in different climates around the world.
- there are traditional foods from each Spanish-speaking country.
- there are traditional foods that share the same ingredients.

Procedural Knowledge

Students will be able to:

- identify different food items from each country based on major products and differences in climate
- create meals based on products and ingredients for various Hispanic regions.
- compare a restaurant in Argentina to a restaurant of their choice in the United States.
- recognize ER and IR verbs by their endings in the infinitive
- conjugate ER and IR verbs based on the subject and meaning of the sentence.
- recognize SUBJECT of ER and IR verbs based on their conjugated endings.
- order food using ER and IR verbs and vocabulary for foods.
- express likes and dislikes of different foods.
- conduct a conversation in the restaurant.
- describe foods using colors and descriptive adjectives.

EVIDENCE OF LEARNING

Alternate Assessments

- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences

Benchmark Assessments

Eduastic/Pear Assessments

Formative Assessments

Game: Escategorías- SW create lists on different categories and use their outside the box thinking to beat the other team.

Backwards Activity: Students will write out conjugated verbs, and their partner will have to determine which subject form it is conjugated to.

Listening activity: Teacher will create sentences omitting all subjects. Teacher will read sentences (and or basic story). Students will determine which subjects were used based on the verb conjugations.

- Listening assessments with describing food and ordering in a restaurant.
- Writing assessments: Favorite foods, meals of the day, ordering in restaurant.
- Speaking assessment-describing food and restaurant
- Categories of the different topics-Category chart
- Kinesthetic activities
- Quizziz, Nearpod, Classkick, Kahoot, Blooket formative assessments.
- Monitoring progress through Unit packet
- Notetaking in the Unit packet
- Exit ticket: Describing favorite food
- Guessing game: Describing the food.
- Student-created conversations
- Student-created dialogues
- Chart describing foods
- Food pyramid chart

Summative Assessments

Unit 5 assessment

Create a menu project

Video project-Describe what you have in your kitchen.

Suggested Assessments:

Drawing/Writing/ Critical Thinking project:

Students will create a detailed menu for a restaurant in a designated country. Students will identify the ingredients to each item in the menu. Students will decide how each item on the menu is priced based on the ingredients and the importance/rarity of the ingredient to their country.

Research Activity: Students will convert North American currency into the Argentinian peso and identify items in the restaurant and give them value based on the ingredients. Students will research each specific item and identify prices in dollars and pesos.

Written/Speaking Restaurant Project: Students will create dialogues based on a scene at a restaurant. Students will play different roles in ordering and serving food. Students will switch roles, with 3 being members of a dinner party and the fourth being the waiter. The scene will start with the dinner party entering the restaurant, and continue until they exit the restaurant after paying the bill. Students may use dictionaries for this project (if dictionaries are available)

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources:

- Buen Viaje 1: Chap 5
- [Unidad 5: Packet](#)

Technology Subscriptions to the following:

- Nearpod
- Classkick
- Wordwall
- Quizziz
- Quizlet
- Blooket
- Kahoot
- Adobe Spark/Canva/Piktochart
- Jamboard
- Edpuzzle
- Padlet

Additional resources:

- Whiteboards
- Textbook: Buen Viaje 1-Glencoe
- Skills for Success: Spanish Middle/High School Workbook
- Skills for Success: Building Spanish Vocabulary
- Smartboard Activities
- Google Slides presentations
- Youtube videos describing food.

Authentic materials/websites:

www.wordreference.com

INTERDISCIPLINARY CONNECTIONS

Language Acquisition

Use technology to enhance productivity

Work productively in teams while using cultural global competence

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.