

Course: *Spanish Communications 2 MOD*
Unit #3: *What am I going to eat? (¿Qué voy a comer?)*

Year of Implementation: 2022-2023

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:**

- **Content Standards**

- Interpretive (A)

- 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.
- 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.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages that they hear, view, and read in predictable culturally authentic materials.

- Interpersonal (B)

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 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.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

- 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.

Presentational (C)

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

<https://www.state.nj.us/education/cccs/2020/>

○ **21st Century Life & Career Standards**

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

○ **English Companion Standards**

- List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 9-12. English Companion Standards are required only in these subject/content areas.

- Grade 9-10 Companion Standards:

<https://www.state.nj.us/education/cccs/2016/ela/CompanionG0910.pdf>

- Grade 11-12 Companion Standards:

<https://www.state.nj.us/education/cccs/2016/ela/CompanionG1112.pdf>

○ ***Interdisciplinary Content Standards***

- 2.1.P.B.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
- 2.1.P.B.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
- 2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.
- 2.1.12.B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CHPE.pdf>

- ***NJ Statutes:*** (Please cut/paste the following NJ statutes. This way a new teacher (or veteran) reading each curriculum unit understands the State law/mandate to include such information in their lesson design and instruction aligned to the curriculum.)

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall

have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Transfer Goal: Students will be able to independently use their learning to communicate with others in Spanish about food and culinary traditions in order to establish cultural connections in a diverse society.

As aligned with LRHSD Long Term Learning Goals, students will be able to:

- communicate effectively in more than one language in a variety of situations and for multiple purposes
- demonstrate cultural awareness based on understanding of and respect for other cultures, past and present
- make connections with other disciplines by applying learning from language class to relevant situations in other classes
- use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

Enduring Understandings

Students will understand that. . .

EU 1

- food is a way to bring people together and works as a common ground for all.

EU 2

- the process of ordering food is important so that you receive what you would like.

Essential Questions

EQ 1

- What are my favorite foods/drinks and why?
- What do I eat/drink at different mealtimes?
- How do people gather when they eat?
- How can I describe foods/drinks?

EQ 2

- How can I order food and drinks?
- How can I avoid errors in ordering?
- How can I talk about ingredients with a server?

<p><i>EU 3</i></p> <ul style="list-style-type: none"> experiencing culture through food is a fun way to interact with others. 	<ul style="list-style-type: none"> How do I discuss food allergies? <p><i>EQ 3</i></p> <ul style="list-style-type: none"> How does my diet reflect my culture? When/what do people eat/drink at different mealtimes in Spanish-speaking countries? How does my diet compare to those of other cultures? What foods exist in many cultures?
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> how to talk about food preferences (A:1,A:2, A:3,A:4, A:5; B:1, B:3, C1,C:2, C:4) how to talk about meals and times (A:1,A:2, A:3,A:4, A:5; B:1, C1,C:2, C:4) how to talk about actions related to eating (A:1,A:2, A:3,A:4, A:5; B:1, C1,C:2, C:4) how to describe foods and what they like and don't like to eat (A:1,A:2, A:3,A:4, A:5; B:1, B:3, C1,C:2, C:4) <p><i>EU 2</i></p> <ul style="list-style-type: none"> how to order food and drinks (A:1,A:2, A:3,A:4, A:5; B:1, B:4, B:5, C1,C:2, C:4) food ordering etiquette (A:1,A:2, A:3,A:4, A:5; B:1, B:4, B:5, C1,C:2, C:4) how to ask about ingredients in a food/drink (A:1,A:2, A:3,A:4, A:5; B:1, B:4, B:5, C1,C:2, C:4) how to discuss food allergies (A:1,A:2, A:3,A:4, A:5; B:1, B:4, B:5, C1,C:2, C:4) <p><i>EU 3</i></p>	<p><u>Skills</u> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> describe their food/beverage preferences for breakfast, lunch, dinner and snacks (A:1,A:2, A:3,A:4, A:5; B:1, C1,C:2, C:4) tell the time of day they eat their meals (A:1,A:2, A:3,A:4, A:5; B:1, C1,C:2, C:4) talk about actions related to eating (A:1,A:2, A:3,A:4, A:5; B:1, C1,C:2, C:4) describe foods and what they like and don't like to eat (A:1,A:2, A:3,A:4, A:5; B:1, C1,C:2, C:4) <p><i>EU 2</i></p> <ul style="list-style-type: none"> order food and drinks in Spanish (A:1,A:2, A:3,A:4, A:5; B:1, B:4, B:5, C1,C:2, C:4) use appropriate manners (A:1,A:2, A:3,A:4, A:5; B:1, B:4, B:5, C1,C:2, C:4) ask about ingredients in a dish (A:1,A:2, A:3,A:4, A:5; B:1, B:4, B:5, C1,C:2, C:4) discuss food allergies. (A:1,A:2, A:3,A:4, A:5; B:1, B:4, B:5, C1,C:2, C:4) <p><i>EU 3</i></p>

- what time of day people from other countries eat. (A:1,A:2, A:3,A:4, A:5; B:1, C1,C:2, C:3, C:4)
- about the diet and foods in Spanish-speaking countries (A:1,A:2, A:3,A:4, A:5; B:1, C1,C:2, C:3, C:4)

- understand cultural perspectives on diet and health (A:1,A:2, A:3,A:4, A:5; B:1, C1,C:2, C:3, C:4)
- describe foods in Spanish-Speaking countries (A:1,A:2, A:3,A:4, A:5; B:1, C1,C:2, C:3, C:4)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): *Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection*

- **point to pictures identifying food/beverages (A, EU 1, 3)**
- Make flashcards with pictures of food/beverages on one side and the Spanish word on the reverse side. Use flashcards to do activities such as Inner Outer Circle, partner practice, etc. **(A, EU 1)**
- Create a graphic organizer to separate foods into the categories of breakfast, lunch, dinner and snacks. **(A, EU 1)**
- **Google Slides identifying foods “drag & drop” (A, EU 1, 3)**
- provide descriptions of foods and cultural traditions portrayed in pictures **(A, EU 1, 3)**
- **Use Google Earth Street View to look around Spanish speaking communities and identify restaurants within the community. (A, EU 1, 3)**
- Pear Deck to answer questions about what you eat and drink for breakfast, lunch and dinner **(A, M, EU 1)**
- Write and put pictures of what you like to eat and drink for breakfast, lunch and dinner **(A, M, EU 1, 3)**
- **listen to authentic speakers talk about food (EdPuzzle, This is Language, Yabla, Babbel) (A, M, EU 1, 3)**
- Create a Bingo board of foods and beverages. Have students interview each other and document which foods each student eats and drinks. The first student to complete a horizontal and vertical row with names of their classmates wins. **(A, M, EU 1)**
- Using white boards, the teacher will say a time of day and the students have to choose one food item and one beverage that would be appropriate for that meal and either write the words or draw pictures. **(A, M, EU 1, 3)**

- Your friend texts you saying that she's hungry after school. Text her back, telling her what you are going to eat after school today. Tell her where you are going and where to meet you. **(M, EU 1, 3)**
- ask classmates where they like to eat and what they like to eat **(M, EU 1)**
- compare and contrast foods to those in Spanish-speaking cultures in a class discussion in English **(M, EU 1, 3)**
- Have students spread out their flashcards picture side up. Ask them what they prefer to eat and drink for breakfast, lunch and dinner. They have to find the picture of the food/beverage they prefer and construct a complete sentence indicating their preference. **(M, EU 1)**
- play class games relating to target vocabulary (i.e. flyswatter, four corners, hotseat, vocabulary BINGO, scrabble, *Kahoot!*, Quizlet, Gimkit, Quizizz, etc.) **(M, EU 1, 2, 3)**
- provide pictures or cartoons for students to describe foods from around the the Spanish-speaking world **(M, EU 1, 3)**
- Working with a partner, talk about what you eat and drink at different times of the day. **(M, EU 1)**
- scavenger hunt to find restaurants on a map **(M, EU 1, 3)**
- make a dish from a Spanish-speaking culture **(T, EU 1, 3)**
- Working with a partner, play the role of both server and customer in a Spanish speaking restaurant. **(T, EU 1, 2, 3)**
- You are on the student committee to plan your class restaurant trip. Your task is to present four different options to your class advisors about where you want to go and food options there. **(T, EU 1, 3)**
- Your Spanish club is meeting for breakfast before school next week. It is your job to find out what everyone prefers to order for breakfast and then plan the menu and create the shopping list based on their preferences. **(T, EU 1, 2, 3)**

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Who was here first? (¿Quién estaba aquí primero?)	30
2	Where do I live? (¿Dónde vivo?)	60
3	What am I going to eat? (¿Qué voy a comer?)	60
4	What is art? (¿Qué es el arte?)	30

Instructional Materials

See Appendix: Unit 3

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.