# Spanish Communication 2 Modified

[Implement start year (2013-2014)]

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## Unit #1 Topic: Let’s Eat!

### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goals</th>
<th>21st Century Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 NJCCC Standard(s), Strand(s)/CPI #</td>
<td>(<a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a>)</td>
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<td>(<a href="https://www13.state.nj.us/NJCCCS/">https://www13.state.nj.us/NJCCCS/</a>)</td>
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**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.

A. Interpretive Mode  
B. Interpersonal Mode  
C. Presentational Mode

<table>
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<th>21st Century Themes</th>
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<tr>
<td><em>X</em> Global Awareness</td>
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<tr>
<td>____ Financial, Economic, Business and Entrepreneurial Literacy</td>
</tr>
<tr>
<td>____ Civic Literacy</td>
</tr>
<tr>
<td><em>X</em> Health Literacy</td>
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<tr>
<td>____ Environmental Literacy</td>
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### 21st Century Skills

**Learning and Innovation Skills:**  
_X_ Creativity and Innovation  
____ Critical Thinking and Problem Solving  
_X_ Communication and Collaboration

**Information, Media and Technology Skills:**  
_X_ Information Literacy  
____ Media Literacy  
____ ICT (Information, Communications and Technology) Literacy

**Life and Career Skills:**  
____ Flexibility and Adaptability  
____ Initiative and Self-Direction  
_X_ Social and Cross-Cultural Skills  
____ Productivity and Accountability  
____ Leadership and Responsibility
### Enduring Understandings:

**Students will understand that . . .**

**EU 1**
Effective communication in Spanish-speaking countries can ensure accuracy in ordering food.

**EU 2**
How you say something is just as important as what you say.

### Essential Questions:

**EU 1**
- How can communication skills affect the ability to get food?
- How can communication skills and resources overcome a lack of knowledge?

**EU 2**
- How can the way something is said clarify or confuse meaning?
- What might happen if something is said the wrong way?

### Knowledge:

**Students will know . . .**

**EU 1**
- Foods and beverages for breakfast, lunch and dinner in Spanish-speaking countries
- Tener expressions (hungry, thirsty)
- The verb preferir: prefiero / prefieres
- Creo que sí / no; (No) estoy de acuerdo
- How to order food / ask for the bill in a restaurant
- The verb querer: quiero / quieres

**EU 2**
- -er / -ir verb conjugations
- The conjugations of gustar and encantar with nouns
- Adjectives to describe food
- Noun / Adjective agreement

### Skills:

**Students will be able to . . .**

**EU 1**
- Identify foods and beverages for breakfast, lunch and dinner in Spanish-speaking countries.
- Express if they are hungry and / or thirsty.
- Indicate food and beverage preferences.
- Agree or disagree with statements about food.
- Order food and ask for the bill in a restaurant.
- Identify an error in their order and politely ask for a change.

**EU 2**
- Conjugate verbs that end in –er / -ir.
- Express the foods and beverages they like / love.
- Describe food.
- Choose the correct adjective ending to describe food.
### Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** Each unit must have at least 1 Performance Task. Consider the GRASPS form.

Students will independently be able to order food in a restaurant. It's your birthday and you and your friend are going out to dinner to celebrate. Two students will be the customers in the restaurant and one student will be the waiter/waitress. The students will be given a menu in Spanish from which they will order. They will need to discuss their likes, dislikes and preferences on the menu and both order an entrée, a beverage, and a dessert. The waiter/waitress will bring the order with an intentional error and the customers will have to politely request a change. At the conclusion of the meal, they will need to politely ask for the check. Students will be evaluated on the ability to express their preferences, give their opinion and effectively order their meal.

### Other Recommended Evidence: Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.

- Take a vocabulary test where the students will identify foods and beverages based on pictures.
- Using pictures, write sentences using different subject pronouns to say what you and others eat and drink.
- Discuss how you as a waiter may feel or react to a customer who cannot effectively communicate his/her wants or needs.
- Compare and contrast food preferences in your culture with those of Spanish speaking cultures.
## Stage 3 – Learning Plan

### Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

- Make flashcards with pictures of food and 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)*
- Create a graphic organizer to separate foods into the categories of breakfast, lunch and dinner. *(A)*
- In groups, students will cut a sheet of paper into ten small pieces and write the word for one food or drink item on each piece of paper. They will exchange the pieces of paper with another group who will place the words in the appropriate spot on a food pyramid *(Realidades 1A: text pg. 184 activity 6).* *(A)*
- You have been invited to Sunday breakfast at the Acevedo house. Write 5 sentences to describe what everyone is doing. Be sure to use a different subject and a different verb for each sentence *(Realidades 1A: text pg. 161 activity 18).* *(A)*
- 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 *(Realidades 1A: text pg. 158 activity 13).* *(A, M)*
- Give students a menu from a Spanish restaurant. Have students read the menu and answer situational questions about it *(Realidades 1A: text pg. 167 activity 28).* *(M)*
- A popular magazine has provided a survey to see how much you and a friend have in common. Read the survey. Then for each item on the survey write a sentence describing which choice you like the most. After recording your answers, discuss with a partner your choices. You are to agree or disagree with what your partner says. Reference Realidades 1A: text pg. 165 activities 25 & 26 for the survey template but provide students with all food and beverage choices. *(M)*
- 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)*
- With a partner, read the conversation between a waiter and two young people. Match what the waiter says with the logical response from the customers to recreate the conversation *(Realidades 1B: pg. 73 activity 11).* *(M)*
- 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)*
- Working with a partner, talk about what you should eat and drink at different times of the day *(Realidades 1A: text pg. 188 activity 12).* *(M)*
- Your Spanish club is meeting for breakfast before school next week. It is your job to find out what everyone prefers to eat and drink for breakfast and then plan the menu and create the shopping list based on their preferences. *(T)*