

Special Education Spanish

Implement start year (2013-2014)

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Unit # 4, Topic: Culture

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

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

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p>Enduring Understandings: <i>Students will understand that . . .</i></p> <ul style="list-style-type: none"> • EU 1: Identifying and indicating what you want to eat is essential in everyday life. • EU 2: Proper etiquette is universally accepted and valued in every culture. • EU 3: Geography affects every aspect of culture. • EU 4: To appreciate people, you must have knowledge of culture is essential. 	<p>Essential Questions:</p> <p>EU 1:</p> <ul style="list-style-type: none"> • Why is it important to know different types of food? • Why is important to indicate what you want to eat? <p>EU 2:</p> <ul style="list-style-type: none"> • How does the use of etiquette allow you to be accepted in all cultures? <p>EU 3:</p> <ul style="list-style-type: none"> • How does the location of a country influence a culture? • Why is understanding the location of a country important? <p>EU 4:</p> <ul style="list-style-type: none"> • How does where you live shape who you are? • Why is it important to take time to understand other cultures?
<p>Knowledge: <i>Students will know . . .</i></p> <p>EU 1:</p> <ul style="list-style-type: none"> • Food and beverage • How to express want in the present tense (quiero) <p>EU 2:</p> <ul style="list-style-type: none"> • Proper etiquette • Expression of courtesy <p>EU 3:</p> <ul style="list-style-type: none"> • Spanish speaking countries • Location of Spanish speaking countries on a map • Prominent landmarks and bodies of water 	<p>Skills: <i>Students will be able to . . .</i></p> <p>EU 1:</p> <ul style="list-style-type: none"> • Identify food • State and cite specific items that you would want to eat <p>EU 2:</p> <ul style="list-style-type: none"> • Address people appropriately • Demonstrate proper etiquette when ordering and eating <p>EU 3:</p> <ul style="list-style-type: none"> • Identify Spanish speaking countries • Locate Spanish speaking countries on a map. • Locate prominent landmarks and bodies of water.

<p>EU 4:</p> <ul style="list-style-type: none"> Regional traditions, celebrations, food, music, holidays, clothing and their origins 	<p>EU 4:</p> <ul style="list-style-type: none"> Identify the unique aspects of each culture. Compare and contrast the cultural differences among Spanish-speaking countries.
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Stage 2 – Assessment Evidence

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

- Students will be taken to a restaurant or school cafeteria. The teacher will provide a menu from the chosen establishment prior to the visit. Students will complete a pre-written notecard identifying what they want to eat. Then, students will use proper etiquette to order in Spanish what they want to eat at the restaurant. Students will be evaluated on their etiquette and use of vocabulary expressions from the chapter.
- Students will be able to create a travel brochure. The teacher will give students a Spanish-speaking country and they will create a travel brochure unique to that country. The teacher will show an example of what the completed brochure should look like and the information that it should include along with a rubric. The brochure should include a picture of the country and its location on the map. Other pertinent information that should be included is as followed: bodies of water, prominent landmarks, regional traditions, celebrations, food, music, holidays, clothing and their origins. Students will use the internet to research the information for their countries. Students will be evaluated on the completion of the brochure as well as the accuracy of the information.

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

- Take a comprehensive test where students will match the food pictures with the Spanish equivalent.
- Using pictures, label in Spanish the food using a word bank.
- Describe the importance of knowing which food you want to eat.
- Explain the importance of using proper etiquette in public.
- Take a comprehensive test where students will locate Spanish-speaking countries on a map with use of a word bank.
- Take a quiz identifying prominent landmarks and bodies of water when given the Spanish-speaking country.
- Discuss how understanding the cultures of Spanish-speaking counties can prevent us from stereotyping Spanish-speaking people.
- Describe what geography reveals about culture.

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. 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.*

- Make flashcards: Distribute teacher generated worksheet with food in Spanish and a clip art picture to correspond. Students will cut out all food and beverage pictures and glue them onto notecards. On the opposite side of the notecard they will write the English equivalent. **(A)**
 - Vocabulary sheet: Distribute pre-written Spanish vocabulary and have students write the English equivalent. **(A)**
 - Categorize the foods into 3 columns in Spanish: entrees, sides, and refreshments. **(M)**
 - Label the food in Spanish on a teacher generated worksheet with pictures to represent the item. **(A)**
 - List the items that you want to see served for lunch in your cafeteria. **(A, T)**
 - Place a mock phone call to a restaurant and apply food vocabulary in Spanish to identify what you want to order. **(T)**
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- At the beginning of the unit, have students list what they know, think they know and want to know (RBT activator) about Spanish-speaking people/countries. At the end of unit, have students revisit their list and reflect if they were correct and incorrect and why. **(A, M)**
 - Label maps from different Spanish-speaking regions: Spain, Mexico, and Central America. **(A)**
 - Label the countries, prominent landmarks and bodies of water. **(A)**
 - Use picture prompts of various locations landmarks, celebrations, and foods to ask students to identify and explain what is being shown. **(A, M)**
 - Read a current event given by the teacher. Recall information to answer questions and summarize the article. **(A, M)**
 - Students can search YouTube and Pandora to find authentic examples of music from Spanish-speaking countries. **(M)**
 - Students will participate in a Hispanic cultural diversity week at the end of the unit celebrating different Spanish-speaking countries. Students will work together in pairs to research an assigned country and create a poster expressing the unique aspects of the culture of that country. They will also research an authentic dish native to the country to make during class or living skills. At the end of the week, students will present the information on their assigned country and students will take part in a food celebration. **(T)**