Spanish 1: Chapter 3A UbD Lesson Plan

Stage 1: Identify Desired Results

Established Goals:

1A: Ask and respond to questions about everyday life in spoken and written conversation.

1E: Participate in spoken conversation using culturally appropriate expressions, register, and gestures.

1F: Participate in written conversation using culturally appropriate expressions, register, and style.

Essential questions:

- How can I use Spanish to talk about what I eat and what others like or dislike for breakfast and lunch?
- Why is it important to understand how often people eat certain foods in different cultures?
- How do food preferences reflect personal identity and cultural background?
- How can I understand and describe meals and menus in Spanish-speaking contexts?
- What can the exchange of foods between the Americas and Europe teach us about cultural connection and influence?
- How can I apply what I've learned to have a meaningful conversation about food with a Spanish-speaking partner or AI tool?

Understandings:

- Students should remember vocabulary related to foods and beverages for lunch, breakfast, and dinner. Words like milk, bread, eggs, cereal, pan tostado, jugo de naranja, sándwich de jamón y queso, ensalada, etc.
- Students should also understand how to use expressions of frequency such as "siempre", "a veces", and "nunca" to describe eating habits.
- Students must know how to express likes and dislikes using "me gusta(n)" and "me encanta(n)", and to apply the present tense conjugation of -er and -ir verbs. They need to know how to use" comer → yo como" and "beber→ yo bebo". These grammar and vocabulary skills are foundational for daily conversation in Spanish and are used when ordering food or asking for food.

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- Students should also understand the cultural exchange of foods between Latin America and Europe to better appreciate how culture and language are connected like tomatoes, potatoes, wheat, rice, and bananas.
- A key idea in this course is that language is a tool for real-life communication, especially around common topics like food, preferences of restaurants, and daily routines. Students should understand how to exchange information, ask questions, and express opinions in Spanish in meaningful ways.
- Another important perspective is the connection between language and culture. Learning about the exchange of native foods helps students see how historical events shaped both cultures and languages, and promotes an appreciation of global diversity.

Key knowledge and skills:
1. Students will learn vocabulary related to breakfast and lunch items in Spanish.
2. Students will understand the present tense conjugation of the -er verb "comer".
3. Students will use expressions to talk about foods they and others like and dislike.
4. Students will learn how to express frequency in relation to food preferences.
5. Students will conduct a survey on food preferences among classmates.
6. Students will listen to and read descriptions of meals and menus.
7. Students will analyze the exchange of native food between America and Europe.
8. Students will use vocabulary and expressions learned to create a simple recipe.
9. Students will review all vocabulary, expressions, and grammar learned in the unit.
10. Students will demonstrate understanding of vocabulary, expressions, and cultural concepts learned by engaging in a simulated conversation with an AI language partner.

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Stage 2: Determine Acceptable Evidence

Evidence of understanding (formative):

- Partner activity where students share their food preferences using the sentence stems provided.
- Write sentences about food preferences using frequency expressions (e.g., siempre, a veces).
- Using Canvas, students will create a restaurant menu in Spanish that showcases their understanding of food vocabulary and cultural influences.
- Students will play a Kahoot in which they will match subject pronouns with the correct present tense conjugation of -er and -ir verbs.
- Using Edublog, students will create a blog post about their favorite foods, incorporating vocabulary and grammar from the unit.
- Students create digital presentations using Canva to showcase their survey results or research on food preferences.
- Students will incorporate hands-on learning with a cooking demonstration of their recipe.
- Students will participate in a simulated conversation with an AI language partner in Spanish.

Other evidence (summative):

- Vocabulary quiz on breakfast and lunch items using Canvas, Blooket, or Kahoot.
- Using Canvas, students will take a comprehensive unit test covering vocabulary, grammar, and cultural analysis.

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Stage 3: Plan Learning Experiences

What evidence will show that students understand?

1.Introduce vocabulary through Quizlet interactive flashcards and visual aids in Canva. Engage students in a matching game using the online tool Wordwall.

2.Teach verb endings for verbs like comer, beber, and ir using food-related examples, supported by the interactive conjugation website Conjuguemos.

3.Introduce phrases like "me gusta" and "me encanta. Use role-playing scenarios to practice vocabulary and speaking skills. Students will use Flipgrid to record the video of their role-playing scenarios and Google Docs for script collaboration.

4.Teach adverbs of frequency like 'siempre,' 'a veces,' and 'nunca.'" Create a class chart of food preferences using Google Forms to collect data and then visualize the results with a chart in Google Sheets, incorporating frequency expressions.

5.Guide students in creating survey questions based on food preferences in Spanish using Google Forms, survey classmates, and analyze the results together using Google Forms' built-in charts for data interpretation.

6..Listen to a video featuring native speakers talking about the cultural importance of meals to enhance students' comprehension and pronunciation in Spanish.

7.Present the historical background of food exchanges using a documentary, then have students collaborate by posting interesting facts about native food exchanges on a Padlet.

8.Students will create a food recipe in Spanish in a Google Doc. Once each group has created a recipe, they will record a presentation of the recipe using Loom to practice their speaking skills.

9.Students share their previously created recipes via Google Docs, allowing classmates to provide real-time suggestions. Using the Suggesting mode, peers highlight areas for improvement in vocabulary, grammar, and clarity, then discuss the feedback during a live Google Meet session to clarify suggestions and collaborate on revisions.

10.Cultural Food Fair: Students prepare and share native dishes, discussing their cultural significance. Provide feedback on performance.

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11 .Students will participate in a simulated conversation with an AI language partner using vocabulary, expressions, and cultural knowledge learned in the unit. They will choose a scenario (e.g., ordering at a restaurant, asking for directions) and complete a 5–10 turn dialogue in Spanish, staying in character and submit the conversation in Canvas..