



UNIT PLAN CONTEXT	
Language / Course: Spanish 5	Length of Unit: Approximately 4 weeks
Proficiency Checkpoint and Proficiency Target: Checkpoint C - Intermediate High	
Meaningful Unit Title: Sabores de la América Latina	
NYS World Language Anchor Theme: B. Contemporary Life	NYS World Language Anchor Topic: B. Food & Mealtaking
Integrated NYS World Language Topics: A. Celebrations, Customs, & Traditions C. Health & Wellness C. The Arts D. Social Justice & Human Rights	
Brief Unit Overview: This unit is intended to engage students in interpretive, interpersonal, and presentational communication regarding the cultural contexts of historical and modern-day information, practices, and perspectives on foods that originated in Latin America. The contexts of each of three unit focuses are: <ul style="list-style-type: none">Focus 1: Indigenous Foods of Latin America (Foods / Crops; Historical Beliefs; Historical Uses)Focus 2: Importance of Indigenous Foods (Everyday Life; Art and Literature; Celebrations and Traditions)Focus 3: Value of Indigenous Foods (From the Latin America to the World; Wealth for Colonizers; From Oppression to Fair Trade)	
Inquiry Question(s): What role does food play in peoples' lives? How does food impact peoples' lives?	

STANDARDS AND FUNCTIONS	UNIT-LEVEL CAN-DO STATEMENTS	ACCEPTABLE EVIDENCE
1. Interpretive Communication [understand, interpret, analyze]	I can infer the role of indigenous foods of Latin American in daily life and cultural practices over time...	...by answering questions about a range of authentic resources, including legends, art, literature, and media and social media.
2. Interpersonal Communication [exchange information, express feelings, express preferences, express opinions]	I can ask and answer questions about indigenous foods of Latin America...	...by interviewing classmates and members of the target culture.
	I can exchange reactions about commercial practices over time related to indigenous foods of Latin America...	...by discussing historical reports and social media content with classmates.
3. Presentational Communication [describe, inform, narrate, explain, persuade]	I can persuade others with evidence of the importance of Free Trade principles and practices...	...by creating print and media resources for an awareness campaign.
4. Cultural Practices & Products [identify, describe, explain]	I can describe indigenous foods of Latin America and their importance to individuals, cultures, and the world...	...by gathering and recording information on a graphic organizer from a range of authentic resources, including

		legends, art, literature, and media and social media
5. Cultural Comparisons [compare]	I can compare the importance of food in my life with the importance in Latin America revealed through authentic resources...	...by reacting to what I read and view. ...by writing daily journal entries.

Resource: [NYS Learning Standards for World Languages](#)

Resource: [NYS World Language Performance Indicators for Modern Languages, Categories 1-2](#)

Resource: [NYS World Language Performance Indicators for Modern Languages, Categories 3-4](#)

SUMMATIVE PERFORMANCE TASKS		
Interpretive Task	Interpersonal Task	Presentational Task
You read the website posting <i>¿Qué es el comercio justo y por qué es importante?</i> to identify arguments you can use to persuade others of the importance of fair trade.	You and a partner discuss what you learned about the importance of fair trade from the website and other resources you may have consulted. You exchange ideas about which arguments would be the best ones to include in a flyer.	Create a flyer for your local fair trade store to distribute in which you offer multiple reasons why people should engage in fair trade practices.

LANGUAGE TOOLBOX		
Key Language Functions	Supporting Language Structures	Supporting Vocabulary
(1) Infer	Conditional for probability (partial control)	Indigenous foods Cultivation practices Dishes and ingredients Colonization terms Trade and fair terms
(2) Ask and Answer Questions (4) Describe	Multiple clause questions and answers (full control)	Adjectives to describe foods
(2) Express Reactions; (3) Persuade	Present Subjunctive (conceptual control)	
(5) Compare	Comparative (partial control)	

RESOURCES AND MATERIALS	
Key Authentic Resources	Other Materials
<p>Sabores de América (Pavez y Recart)</p> <p>Leyendas americanas (Martínez, Rey, y Romera)</p> <p>Leyenda del cacao (video) https://youtu.be/VwO0xR7hcME</p> <p>Neruda's Garden: An Anthology of Odes</p> <p>Día nacional de la papa: conoce el valor del cultivo peruano que nutre al mundo https://andina.pe/agencia/noticia-dia-nacional-de-papa-conoce-valor-del-cultivo-peruano-nutre-al-mundo-753748.aspx</p> <p>Feliz día nacional de la papa (tweet with comments) https://twitter.com/marcaperu/status/472421591801147392</p> <p>No siempre las princesas cargan corona https://www.facebook.com/culturaindigenaoficial/photos/a.376030023292774/889127651983006/</p> <p>De mi rancho a tu cocina (video) https://www.youtube.com/channel/UCJjyyWFwUIOfKhb35WgCqVg</p> <p>Estudio revela que la comida picante prolonga la vida (article) https://www.el-carabobeno.com/1416315-2/</p> <p>Acermando el comercio justo a jóvenes: manual para educadores/as https://comerciojusto.org/manual-educativo-comercio-justo/</p> <p>¿Qué es el comercio justo y por qué es importante? https://www.decoopchile.cl/que-es-el-comercio-justo-y-por-que-estan-importante/</p>	<p>Seeds of Change (Smithsonian)</p> <p>Maps</p>

Resource: [NYS World Language Standards Authentic Resources Wakelet](#)