

## CONTRASEÑA UNIT 8 WALKTHROUGH



### How does *Contraseña* meaningfully engage students in Spanish language and culture?

At the beginning of every unit, students are presented with the goal they are working toward: showcasing their developing skills in a unit-culminating **Proyecto** that assesses the unit's learning objectives in an applied, relevant context. All digital texts with corresponding IPAs, video-based learning modules, and intentional activity sets lead to the **Proyecto** and are designed to ensure that students gain the cultural understanding and language proficiency to showcase what they can do with the language at the end of the unit.

### Independent Asynchronous Learning Modules prepare students to use language meaningfully when they meet synchronously, either f2f or online.

#### INTRODUCCION: TEMA Y META FINAL

##### Put assignments in a real-world

**context.** Each unit begins with clearly stated goals that will be measured by students' completing a real-world end-of-unit project that is relevant to their lives. Successful completion of the project is evidence that students have mastered the key learning objectives. In Unit 8, students will learn how to talk about foods and eating habits, culminating with a final video-based project where they describe a meal they made or ate.



#### UNIT GOAL

**Talking about foods and your eating habits:  
Describe a meal you made or ate.**

In this unit you and your classmates will learn about a meal-kit delivery service featuring cuisine from Spanish-speaking cultures for people living in the United States. You will also talk about foods, your own eating habits, and basic meal preparation. You will learn how to express food preferences, likes and dislikes, and how to talk about the past. Then, you will explore and compare some typical comfort foods in the Spanish-speaking world. Finally, you will apply the abilities and knowledge you develop to create and share a description of a recent meal you made or ate and learn about what your classmates did.

#### CONTEXTO

##### Get exposed to rich regional linguistic

**language.** In *Contexto*, students watch videos of our cultural collaborators using authentic language to preview the theme from each unit. The section includes follow-up critical thinking questions that promote engaging discussions.

In Unit 8, students hear from a Peruvian collaborator describe a *tortilla* she recently prepared.

The screenshot shows the '8-Contexto' digital interface. At the top, there's a blue header with the '8-Contexto' logo and a 'Previous' button. Below the header, there's a red banner with the text '¿Qué comiste ayer?'. The main content area features a video player showing a woman in a red shirt. To the left of the video, there are four numbered questions in Spanish. The video player has a play button and a 'COLLAPSE' button.

8-Contexto

Previous

¿Qué comiste ayer?

Escucha a la colaboradora cultural de Perú, Melissa Montoya, describir una comida que preparó (prepared) recientemente. Mientras la escuchas hablar sobre cómo preparar una tortilla, considera lo siguiente:

1. ¿Qué palabras indica que Melissa describe algo del pasado?
2. ¿Qué ingredientes usa? ¿Conoces algunos de los ingredientes?
3. ¿Conoces la tortilla que describe Melissa?
4. ¿Qué aspectos del video de Melissa puedes incluir en tu video?

COLLAPSE

8-Contexto



## CONTRASEÑA: TEXTO

**Interact with a variety of engaging digital texts.** Students interact with audio, video, and written texts, which serve as language models for the unit and as a model for the unit-culminating Proyecto. In Unit 8, students watch a video about a multicultural meal kit delivery service featuring language they will later personalize in their *Proyecto* video where they create a description of a meal they recently prepared.

A variety of authentic *Textos* and activities that display language-in culture are available in every unit.

## VOCABULARIO I, II GRAMÁTICA I, II

**Learn and practice vocabulary and grammar in asynchronous learning modules.** Students watch short videos and animations to learn the language and then practice via intentional instructional activity sets, specifically designed for independent learning. Additional practice activities provide students with immediate feedback to prepare them to use the language actively in synchronous settings.

Instructors can easily see which concepts students are struggling with to tailor class interactions at critical points using the *Reflexionar* gradebook report.

Having prepared and practiced asynchronously, students are ready to interact and collaborate with peers in a synchronous environment.



## EXPLORACIÓN CULTURAL

### Develop cultural competence.

With culturally rich content integrated throughout the program, students develop their language skills while gaining cultural awareness and understanding of Hispanic communities and traditions throughout the world. In addition, each unit explicitly promotes cultural exploration via video-based authentic interactive presentations and activities, facilitating comprehension and highlighting cultural comparisons. Students are encouraged to analyze and compare varied aspects of Hispanic culture while making connections to their own experiences. In this unit, students learn about comfort foods in Equatorial Guinea, Peru, Puerto Rico, and the U.S., and they then select another country to research on their own.



## EN LA RED

### Explore authentic cultural materials online. The modular *En la red:*

**Lectura/Video** section features authentic, internet-based oral and written texts that expand on the theme of the unit by providing rich additional input and opportunities for recycling comprehension strategies.

In this unit, students expand their knowledge of the unit theme by reading about a traditional Puerto Rican recipe.

The screenshot shows a Lingro Learning interface for a lesson titled "Receta para habichuelas guisadas". The interface includes a navigation bar with "Previous" and "Next" buttons. The main content area has a sidebar with "PREPARACIÓN" and "CONVERSACIÓN" sections. The "PREPARACIÓN" section includes "Preparar: Conexión" and "Preparar: Comprensión" buttons. The "CONVERSACIÓN" section has a dropdown menu. The main content area displays the lesson objective: "Objective: Expand your knowledge of the unit theme by reading a traditional Puerto Rican recipe." It then shows a video player with a photo of a bowl of habichuelas guisadas. Below the video, there are two sets of questions for students to answer. The first set of questions is for "Paso 1" and the second set is for "Paso 2".

Objective: Expand your knowledge of the unit theme by reading a traditional Puerto Rican recipe.

**PREPARACIÓN**

Preparar: Conexión

Preparar: Comprensión

Texto: Receta para habichuelas guisadas

Aplicar

**CONVERSACIÓN**

**Receta para habichuelas guisadas**

Now you will learn about habichuelas guisadas, a traditional Puerto Rican dish. Use the steps below to guide you as you look at the recipe.

**Paso 1.** Look at the photo of habichuelas guisadas and answer the following questions:

- ¿Qué ves en la foto?
- ¿Conoces alguno de los ingredientes?
- ¿Es un plato caliente o frío?
- ¿Se parece a algún plato estadounidense?

**Paso 2.** Read through the *Receta para habichuelas guisadas*. Note any words you do not know. Use a dictionary to look up those words, then do an internet search of any ingredients not familiar with.

**Paso 3.** Answer the following questions:

- ¿Qué piensas de la receta? ¿Es fácil o difícil de preparar? ¿Por qué?
- ¿Conoces algunos de los ingredientes?
- ¿Quieres probar (try) este plato? ¿Por qué?



## PROYECTO

**Showcase what they can do in the unit culminating Proyecto.** Studies show that students learn effectively with and from each other. The quality of student work is enhanced when it is created for an audience beyond the instructor. *Contraseña* uses a social networking model that enables students to post and comment on each other's *proyectos* in LingroFolio. By providing an authentic mechanism for interaction and collaboration, students use their developing language skills to create and maintain a digital social network. They build community and explore the vital role of Hispanic language and cultures in the world.

The screenshot shows a user profile for 'MI PERFIL (Samantha Alducin)' with a bio '¡Soy muy nerviosa pero también emocionada!'. The post is titled 'Unidad 8 Proyecto 8-1: Rosco Rouse' and features a video of a bowl of spaghetti. A 'Grading Rubric' is visible on the right, with criteria for project completion, discourse markers, and word usage.

**Synchronous *Conversar* Activities provide ample opportunities for students to put language to use creatively and meaningfully.**

## CONVERSAR

**Use Spanish meaningfully as you build and extend your learning community.** Ample opportunities to put language to use creatively and meaningfully are provided in the form of structured classroom (virtual or face-to-face) activities carried out with peers.

After completing learning modules for each section independently, students work synchronously to complete the corresponding communicative activities in the *Conversar* section of every unit. Featured within each section in PDF format or in an assignable format on the *Conversar* page, each unit offers an average of 28 *Conversar* activities that build on the work completed asynchronously.

In Unit 8, the *Conversar* activities ask students to talk about food in different ways, preparing them for their final Proyecto.

The page is titled 'CONTRASEÑA CONVERSAR 8-7 LAS GUÍAS NUTRICIONALES EN EL MUNDO HISPANOHABLANTE.' It includes instructions for the activity and a 'Modelo' table showing food categories for the United States and Paraguay.

	GRUPOS ALIMENTICIOS	
	CEREALES	FRUTAS
Estados Unidos	pan pasta patatas harina	fresa naranja

**Paraguay**

- Azúcares y mieles: En poca cantidad
- Leche y derivados: Tres veces al día
- Frutas: Tres veces al día
- Carbohidratos y derivados
- Verduras: Cada día
- Carne y grasas: Pocos
- Carnes: Pocos
- Legumbres: Dos veces a la semana
- Huevo: Dos o tres veces a la semana

¡OJO! A veces los países combinan o separan categorías o utilizan palabras diferentes para referirse a las mismas categorías. Pueden elegir uno de los términos.



#### LINGUAMEETING

##### Live Conversations with Native

**Speakers.** Students select and interact with personal, native-speaking language coaches in a real-time online learning environment through our partnership with LinguaMeeting.

Trained language coaches who specialize in reducing language anxiety, facilitate meaningful conversations with students based on *Contraseña's* natively built pre- and post-speaking LinguaMeeting activities in each unit.

Instructors can view all recorded conversations and receive easy to incorporate feedback from students' language coaches on the LinguaMeeting dashboard.



#### COACHING EXPECTATIONS

**Student:** We encourage students to take an active role in their learning by providing the sample questions below to ask their coach during their session. While the coach will initiate conversation, the student should take the initiative to interact with the coach and peers on the session's topic.

**Coach:** The coach's role is to engage students in the session's topic and encourage them to openly interact with the materials and their peers. The coach will help students gain confidence in the language to ultimately enhance their conversational skills.

#### PREGUNTAS DE CONVERSACIÓN

Find out the following information during your conversation.

1. ¿Cuál es la comida típica en el país de tu entrenador/a?
2. ¿Qué comió últimamente tu entrenador/a para el desayuno y el almuerzo?
3. ¿A tu entrenador/a, le gusta comer en los restaurantes? ¿A qué restaurante fue recientemente? ¿Qué pidió?