# Unit 5 - Food Around the World

Content Area: **World Languages**
Course(s): **Spanish A**
Time Period: **April**
Length: **7 Weeks**
Status: **Published**

## Transfer

## Enduring Understandings

Learning a different language/culture leads to greater understanding of one's own language and culture.

Language learning involves acquiring strategies to fill communication gaps.

Cultural perspectives are gained by using the language and through experience with its products and practices.

Products sold in markets and shopping practices differ between Latin American and North American cultures and, at the same time, impact important information about the people and their perspectives.

## Essential Questions

How can I become a more effective reader, writer, speaker and listener in languages other than English?

How does learning a new language broaden my horizons?

How does the market reflect life in Latin American society? Why is it important in understanding the people and their values?

How can I be healthier with my eating habits?

## Content

**Structure:**

Interrogatives (answering questions)

Gustar with nouns

Gustar + infinitive

The present tense of –er and –ir verbs

The verb hacer

## Vocabulary

El almuerzo, la bebida, la cena, compartir, la comida, el desayuno, vender, el café, el cereal, el huevo, el jugo de naranja, la leche, el pan, el yogur, la hamburguesa, el sandiwhich de jamon y queso, la sopa, tener ganas de, tener hambre, tener sed, la banana, la manzana, las uvas, las cuentas, la mesa, el café, el restaurante

More foods: el broccoli, el bistec, el camarero, el menu, el tomate, la ensalada, las patatas, las verderas, el arroz, el pescado, el pastel, el pollo,

Locations: el museo, la playa, el restaurante, el centro, el centro comercial, la tienda de ropa

Types of shops found in typical Hispanic cities and towns

Vocabulary expressions used when making purchases

Various currencies used in Latin America and the conversion rates with the US dollar

## Learning Objectives

Investigate the internet to find different types of food found in Spanish-speaking countries.

Create skits to show appropriate physical response of –er and –ir verbs in the present tense.

Compare and contrast different foods found in Spanish-speaking countries with foods in the United States.

Describe preferences regarding favorite and least favorite foods orally and in writing using gustar, er and ir

verbs and food vocabulary in the target language.

Listen to, comprehend and illustrate the information heard in a Podcast describing various meals in Spanish.

Read and interpret an authentic menu in Spanish.

Interpret Spanish food labels by comparing and contrasting authentic items such as grocery store Goya products to identify healthy and unhealthy items.

Exchange information with others by writing a pen-pal letter via email to discuss preferences in foods

Give and follow directions around a market in a town orally and in writing by using directional vocabulary and places around town.

Dramatize and act out a scene from the Reader's Theater to properly express intonation and idiomatic expressions in the target language.

Compose and interview classmates to talk about likes and dislikes of particular foods using Gustar.

Use number and foreign currency when making purchases

Convert American money into the currency of the target culture

Develop and create a multimedia presentation to discuss food in a particular Spanish-speaking country using Prezi, Power Point, Powtoon, etc.

Create an authentic Spanish market to interact and converse with classmates in the target language to buy and sell items using euros.

Describe and identify different types of clothing in writing using clothing, subject/adjective agreement, gustar, and the present tense of er and ir verbs.

Tell or retell the authentic Aesop's Unclassic Fables orally or in writing in Spanish through the use of podcasts or skits.

Navigate the internet to identify the currency used in some Spanish-speaking countries and calculate the

exchange rates

Use number and foreign currency when making purchases

Convert American money into the currency of the target culture

## Resources

**Potential Works of Study:**

1. *Avancemos*Spanish 1 by Holt McDougal 2013
2. Use website: http://www.choosemyplate.gov/en-espanol.htmlfor authentic resources, recipes and food pyramid guidelines
3. Spanish market gallery: http://spanishfood.about.com/od/essentialingredients/ig/Grocery-Shopping-in-Spain/burgosmarketentrance400x307.htm
4. Authentic Spanish grocery store food circular from "El mercadito."
5. Authentic Spanish restaurant menus from online sources like McDonald's, Burger King, etc.
6. *Aesop's Un-classic Fables*in Spanish by Paula Camardella Twomey
7. Reader's Theater

## Standards

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| WL.7.1.NH.A | Interpretive Mode |
| WL.7.1.NH.A.1 | Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes. |
| WL.7.1.NH.A.3 | Recognize some common gestures and cultural practices associated with target culture(s). |
| WL.7.1.NH.A.4 | Identify people, places, objects, and activities in daily life based on oral or written descriptions. |
| WL.7.1.NH.A.5 | Demonstrate comprehension of short conversations and brief written messages on familiar topics. |
| WL.7.1.NH.A.7 | Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations. |
| WL.7.1.NH.A.L.1.a | Identify the main idea and some supporting details when reading. |
| WL.7.1.NH.A.L.1.c | Infer the meaning of some unfamiliar words when used in familiar contexts. |
| WL.7.1.NH.B | Interpersonal Mode |
| WL.7.1.NH.B.1 | Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. |
| WL.7.1.NH.B.2 | Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities. |

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| WL.7.1.NH.B.4 | Ask and respond to questions, make requests, and express preferences in various social situations. |
| WL.7.1.NH.B.L.1.a | Ask and answer questions related to everyday life. |
| WL.7.1.NH.B.L.1.b.3 | Express needs. |
| WL.7.1.NH.C | Presentational Mode |
| WL.7.1.NH.C.1 | Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia - rich presentation to be shared virtually with a target language audience. |
| WL.7.1.NH.C.2 | Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing. |
| WL.7.1.NH.C.3 | Describe in writing people and things from the home and school environment. |