

Unit 6: Food

Content Area: **World Language**

Course(s): **Generic Course, World Language 7, WorldLanguage 8, French Fundamentals, German Fundamentals, French I, German I, Spanish I CP, Spanish Fundamentals I, World Language 6, Spanish Fundamentals**

Time Period: **3 weeks**

Length: **Weeks**

Status: **Published**

Unit Overview

Students will learn how to identify various foods. Students will be able to talk about foods and beverages for breakfast, lunch, dinner and desserts. Students will describe foods they like/dislike, want or prefer using the negation of such preferences when appropriate. Students will express what types of food they eat including the time of day. Students will compare and contrast specific cuisines from the target culture.

Transfer

Students will be able to independently use their learning to...

- Combine their previously learned knowledge to produce personalized statements.
- Identify a large variety of food items including cultural dishes found in the target culture.
- Explain the differences and similarities between meals in the United States and the target culture.
- Express preferences regarding food items that they like and/or dislike.
- Create and present skits, songs and/or games.
- Ask and converse with others about food, beverage and dessert items they want and/or prefer.
- Generate food combinations to be used in the creation of a menu.

Meaning

Understandings

Students will understand that...

- there are similarities and differences between foods, desserts and beverages across cultures.
- American foods and meals differ from those in the target culture.
- it is necessary to be tolerant of different customs, especially relating to foods and meals.

Essential Questions

Students will keep considering...

- What role does food play in my family and cultural celebrations?
- How are my family's dining habits and customs different than the target culture's traditions and customs?
- Why is it important to have a tolerant attitude toward unfamiliar foods and customs of another culture?

Application of Knowledge and Skill

Students will know...

Students will know...

- how to formulate and present an opinion of their preferences/ wants/ likes and dislikes using the appropriate grammar concepts on the food topic.
- how to express what and when they eat certain foods using appropriate vocabulary.

Students will be skilled at...

- expressing their own and others' likes/dislikes in regard to foods/drinks/ desserts.
- describing their own food combinations and meals of others.
- formulating questions and responding to what they want to eat.

- listing between 40-50 breakfast/lunch/ dinner food items.
- communicating their preferences in in the target language.
- explaining the similarities and differences between traditional cuisines in the target culture.
- Using plural vocabulary when creating food combinations.

Academic Vocabulary

Breakfast:

Eggs

Bacon

Croissant/bread

Yoghurt

Sausage

cereal

French toast

pancakes

Omelette

Fruit salad

Syrup

Jelly/jam

Oatmeal

Grits

Waffles

Milk

Orange Juice

Apple juice

Coffee

Tea

Water

Lunch and Dinner

Rice

Salad

Lettuce, tomatoes, onions

Spaghetti

Meatballs

Hamburger

French fries

Mashed potatoes

butter

Sandwich

Grilled cheese

Cheese

Steak

Chicken

Ribs

Ham

Turkey

Pizza

Hot dog

Soup

Seafood

Shrimp

Fish

Crab

Lobster

Soda

Lemonade

Iced tea

Wine

Desserts:

Milkshake

Ice cream

Popsicle

Water ice

Cake

Flan/custard

Strawberries and cream

Pie

Target 2

Students will identify:

- at least 30-40 breakfast/lunch/ dinner food items.

- specific foods from the target culture.
- when to appropriately apply the rule to make words plural when creating food combinations.

Students will use the correct conjugations of verbs according to subject pronouns being used to express their preferences on different meal options.

Students will develop and construct:

- combinations using 7-8 food vocabulary without details on side dishes.
- Opinions of food using the verbs to prefer/ to want/ to like.
- an authentic menu that demonstrates their unit knowledge in the food topic with some help from peers or teachers.

Students will compare/contrast:

- Cultural similarities and differences in meal times between the U.S./target culture.
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Target 3

Students will be able to :

- identify 40-50 breakfast/lunch/ dinner food items.
- express their wants and needs when it comes to breakfast, lunch and dinner utilizing at least 8-10 vocabulary words.
- Identify regional foods from the target culture.

Students will create:

- a role play that depicts a restaurant scene where they are ordering food and beverage items.
- create an authentic menu that demonstrates unit knowledge in the food topic.
- a detailed description of their own family traditions when food is served

Students will analyze:

- the differences between eating habits/cuisine in the United States and in the target culture.

Summative Assessment

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| •Group Projects |
| •Interpersonal activities |
| •Interpretive activities |
| •oral assessments |
| •Presentational activities |

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| •Tests/quizzes |
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21st Century Life and Careers

CAEP.9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

CAEP.9.2.8.B.4

Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Formative Assessment and Performance Opportunities

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| •Discussion |
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| •DoNow/Exit Slips |
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| •Graphic Organizers |
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| •Individual Whiteboards |
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| •Learning/Response Logs |
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| •Peer/Self Assessments |
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Differentiation/Enrichment

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| •• Cultural based activities |
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| •• Extra time to think and reflect, i.e. wait time |
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| •• Make assessments ongoing, interactive process |
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| •• More groupwork and pairwork |
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| •• More visual and oral resources available |
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| •• Offer options for projects that reflect different learning styles and interests |
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| •• Restate learning goal/activity in own words |
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| •• Study guides |
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| •• Teachers' notes readily available |
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| •• Word banks/ word wall |
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Unit Resources

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| •Academic games | . |
| •Realidades textbook | . |
| •C'est a toi workbook w.s.-French | . |
| •Discovering French textbook | . |
| •Exploring French/Spanish textbook | . |
| •Geni@l Klick German textbook | . |
| •Powerpoint presentations | . |
| •Role play rubric | . |
| •Teacher created worksheets | . |
| •Tests and quizzes | . |