

# Unit 06: Accel - Food

Content Area: **World Languages**  
Course(s): **Spanish II A**  
Time Period: **Marking Period 4**  
Length: **5 weeks**  
Status: **Published**

## Unit Introduction

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Students will use target language in the three modes of communication to discuss buying and preparing food.

## Standards

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FL.3-12.7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
FL.3-12.7.1.NH.A.A.1	Identify the main idea and some supporting details when reading.
FL.3-12.7.1.NH.A.A.2	Understand the gist and some supporting details of conversations dealing with everyday life.
FL.3-12.7.1.NH.A.A.3	Infer the meaning of some unfamiliar words when used in familiar contexts.
FL.3-12.7.1.NH.A.H	Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
FL.3-12.7.1.NH.A.I	Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
FL.3-12.7.1.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.
FL.3-12.7.1.NH.B.A.1	Ask and answer questions related to everyday life.
FL.3-12.7.1.NH.B.A.2.3	Express needs.
FL.3-12.7.1.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.
FL.3-12.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

## Essential Questions

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How does a country's geography and history influence its cuisine?

How do people shop for food in different countries?

How do meals reflect cultural values?

## **Content/Skills**

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Students will be able to:

- talk about grocery shopping
- name specific food items
- talk about how food tastes
- express opinions about food
- ask and answer questions about foods and shopping

Students will be required to use the following vocabulary and grammar:

- food vocabulary including fruits, vegetables, seafood, meats, and condiments
- verbs to describe food preparation
- regular and irregular preterite tenses