

# 05\_ La Cocina Hispana / Food Unit

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **10-15 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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### **Spanish 3H**

The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. An education in world languages fosters a population that: communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace, exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication and values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

This course provides students with the fundamental background to speak, to read, to write, and to understand the target language. A great deal of stress is placed on the development of audio-lingual skills including correct pronunciation, intonation, and accentuation. There will be a continued emphasis on the development of listening, speaking, reading and writing skills using the communicative approach. Additional material for development of reading skills is provided for each student. The units on the culture and civilization of the target culture are expanded.

There will be a continued emphasis on the three modes of communication: interpretive, interpersonal, and presentational. Different opportunities will be provided to develop the listening, speaking, reading and writing skills using the communicative approach. Cultural aspects of the target language/culture will be expanded as well. Students are introduced to songs, movies and short literature selections throughout the year. The use of authentic materials will be provided to each student.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand:

- there are similarities and differences in the production of food in Latin American and

North America.

- the correct use of grammar and vocabulary is important to facilitate communication.
- geography influences the type of food grown, exported and consumed in Latin America and North America.
- a country's perspective will influence the type of food products and practices.
- the use of the imperative grammatical form depends on the register of the dialogue.

Essential Questions:

- How does food production differ in Latin America vs. North America?
- How does geography influence the type of food consumption and exportation in Latin America?
- How does the rhythm of life affect the types of food consumed in North America?
- How does the register (the person being spoken to or about) impact the type of imperative command you use?
- Does register play a role in how imperative commands are used in North America?
- What is the importance of traditional meals?

Enduring Understandings:

- Cultural perspectives (respect for elders and unknown individuals) plays a big role in almost all aspects of grammar, but definitely in the type of imperative commands used.
- Imperative formal commands are given to an adult or a group of people.
- Food consumption and exportation are greatly influenced by geography (rural areas eat fresh food from their farms / sea food is popular in areas close to the sea-Spain)
- Countries and cities with a faster lifestyle are more likely to eat processed food.
- World hunger is a global issue.

### **Diversity and Inclusion**

- Awareness of diversity & inclusion issues as relating to immigration, history, visual and performing arts, literature, climate, subject area content, population where appropriate in the content area.
- Awareness of political, economic, and social contributions, inclusive of all people, where appropriate to the content area.

### **Climate Change**

Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures.

## **CONTENT AREA STANDARDS**

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FL.IM.7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
FL.IM.7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
FL.IM.7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
FL.IM.7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
FL.IM.7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
FL.IM.7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

## **Declarative Knowledge**

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Students will understand that:

- vocabulary terms for foods and cooking procedures will facilitate communication when in a restaurant or kitchen.
- correct grammar conjugations and use of register for formal commands using are essential for communicating affirmative and negative commands to an adult or group of people.
- there are similarities and differences in the use of commands in Spanish and English for a friend and an adult.
- there are similarities and differences in type of food produced, exported and consumed in Latin America and North America.
- geography affects the type of food produced, exported and consumed in various regions of Latin America.
- traditional meals are a big part of Latin-American culture (products, practices and perspective).
- world hunger is a global issue.

## **Procedural Knowledge**

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Students will be able to:

- infer the meaning of unfamiliar vocabulary for certain foods, kitchen appliances and cooking procedures in conversational dialogue.
- exchange preferences about favorite meals and popular dishes in North America.
- use language creatively in writing to express the connection between geography and the types of food produced, exported and consumed in Latin America
- use appropriate intonations and gestures to give affirmative and negative commands to an adult or a group of people.
- use knowledge of structures in the target language to form commands in Spanish when

speaking to an adult or group of friends vs. one friend.

- use language vocabulary correctly in writing or orally to answer prompts about specialty foods and cooking procedures.
- explain why world hunger is a global issue.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Benchmark Assessments**

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Edulastic

## **Alternate Assessments**

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- Cultural Comparison presentations
- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences

## **Formative Assessments**

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Do now's/Exit tickets

Homework

Role-playing activities - skits in a restaurant using vocabulary and commands

Questions and answers by teacher/students

Listening activities-Using whiteboards to review grammar and vocabulary

Speaking activities-- Group work prompts - what foods are popular in the US? Why? Does geography have anything to do with your answer? Do we export any food?

Webquest – HUNGRY PLANET- Students will be paired in groups to investigate why certain areas of the world suffer from hunger using a WebQuest. Students will be looking into a country’s population, geography and economy to hypothesize the reasons for this global issue and come up with possible ways to help.

Quizziz for vocabulary review

## **Summative Assessments**

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### QUIZZES:

Vocabulary and grammar quizzes

Student Presentation - Students will create a presentation detailing cooking procedures for a Spanish recipe. Presentation must include formal uds. commands as well as unit vocabulary terms.

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Buen viaje -Glencoe Spanish 2

Buen viaje-Glencoe-Practice workbook and audio/visual components

Incorporating visuals within texts

Powerpoints/Google slides/ Nearpod

Provide written and oral directions

Pairing students

Sample texts

Authentic documents

Google Apps - Jamboard

Graphic organizers

## **INTERDISCIPLINARY CONNECTIONS**

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Language Acquisition

Global issues

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.