

Unit 4: La influencia de la comida
7th & 8th Grade Cultural Spanish
14 Class Meetings

Created July 2020

Essential Questions

- How does geography influence our food choices?
- How does food define me?

Enduring Understandings with Unit Goals

EU 1: Communicating with others in another language encourages further understanding of others and their cultures.

- Evaluate ideas about food exchange contributions from Europe and Latin America
- Contrast and compare cultural/traditional dishes from Latin American countries

EU 2: Food choices influence our health

- Translate food vocabulary
- Apply grammatical structures to express likes and dislikes
- Categorize food groups and create a food pyramid

EU 3: Latin American cuisine has a major impact in our food choices

- Examine the influence of ethnic food in the United States and the community
- Apply unit knowledge to create a restaurant menu pertaining to a specific Latin-American country

Standards

Connecticut World Language Curriculum Framework

COMMUNICATION

- **Standard 1.1:** Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.
- **Standard 1.2:** Students will understand and interpret spoken and written language on a variety of topics.
- **Standard 1.3:** Students will present information, concepts, and ideas to listeners or readers on a variety of topics.

CULTURES

- **Standard 2.1:** Students will demonstrate an understanding of the traditions, products, and perspective of the culture studied.

CONNECTIONS

- **Standard 3.1:** Students will reinforce and expand the knowledge of other areas of study through the world language.
- **Standard 3.2:** Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.

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COMPARISONS

- **Standard 4.1:** Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

- **Standard 5.1:** Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment, and active participation.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. Communicating with others in another language encourages further understanding of others and their cultures.

- a. Columbus era
- b. European geography
- c. Merchant exchange between Europe and the Americas
- d. Analyze and apply information
- e. Reading comprehension

2. Food choices influence our health

- a. Apply basic dialogues using Spanish grammar and vocabulary in real-world scenarios
- b. Food vocabulary
- c. Food group categories
- d. Apply proper grammar
- e. Analyze and apply information

3. Latin American cuisine has a major impact in our food choices

- a. Apply basic dialogues using Spanish grammar and vocabulary in real-world scenarios
- b. Apply basic research skills
- c. Apply multi-media skills
- d. Analyze and apply information

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Interdisciplinary Connections

- English – cognates, words with Latin routes, structure and function of language
- Social Studies: geography, history of “El día de los Muertos”, Mexican culture
- ESL: Reading, writing, recognizing cognates

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Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Construct a Venn diagram to display food commonalities between Europe and the Americas
- Formulate a time-line map to show food exchange between Europe and the Americas
- Demonstrate content knowledge for success in the unit task

- Compose and apply their own quizlet for vocabulary
- Design a food pyramid
- Compose oral and written conversations about ordering food in a restaurant
- Formulate questions and provide responses for a food preference survey
- Compose an oral/written presentation role-playing a conversation from a friend in a Spanish speaking country *

- Construct an informational graph representing the diversity in Latin-American restaurants in Connecticut **
- Invent a marketing flyer to promote a Latin-American restaurant of choice in the community **

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Guided notes
- Color coding verb roots
- Linguistic formulas
- Guided conversations
- Guided notes
- Student choice
- Flash cards
- Quizlets
- Strategic grouping
- Do-nows
- Paragraph frames and sentence starters
- Student-led instruction
- Teacher modeling
- Written feedback
- Think-pair-share and small-group discussions
- Graphic organizers
- Accountable talk
- Homework
- Word walls with visuals
- Small group instruction
- Conferencing

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| <ul style="list-style-type: none">• Text and video chunking with guiding questions• Close reading with text-dependent questions |
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Assessments

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| <p>FORMATIVE ASSESSMENTS:</p> <ul style="list-style-type: none">• Homework• Guided Classwork with skills practice• Think-Write-Pair-Share (TWPS)• Warm-ups / Exit Slip• Binder checks• Observations• Self-assessments• Class participation• Student dialogues <p>SUMMATIVE ASSESSMENTS:</p> <ul style="list-style-type: none">• Quiz- EU 1• Quiz- EU 2
• Unit Task- “Flyer project” |
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Unit Task

<p>Unit Task Name: “Flyer project”</p> <p>Descriptions: In this task, students will apply location terminology to make connections between food exchange from the old world to the new world (EU 1). Students will be able use unit knowledge and multi-media skills to market healthy eating. (EU 2) Afterwards, students will create a flyer marketing a Latin American restaurant of choice. (EU 1 & 3).</p> <p>Evaluation: Summative Assessment and Future Rubric in 2021-2022 school year</p>

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Unit Resources

- *Realidades, Prentice Hall*
- *Internet databases*
- *Worksheets*
- *Laptops*
- *Airtame*
- *Grammar/vocabulary websites*
- *www.studyspanish.com*
- *Youtube.com*
- www.rae.com
- www.wordreference.com
- www.learningspanishlanguage.com
- *Google classroom*
- *Internet databases*