

Unit 3: La Influencia de la Comida

Spanish

14 Class Meetings

Updated 2/2026

Essential Questions

- How does geography influence the foods people eat and order in different cultures?
- How does learning to talk about and order food in another language help express who we are and understand others?

Enduring Understandings with Unit Goals

EU1: Communicating with others in another language, including learning how to order food, helps us understand people, cultures, and real-life situations more deeply.

- 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

- Apply grammatical structures to express likes and dislikes
- Categorize food groups and create a food pyramid
- Apply conversational skills to order food in real-life settings
- Express likes, dislikes and preferences

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

EU 1: Latin American foods have a major impact in our food choices

- Learn targeted vocabulary
- Understand cultural perspectives on meals
- Understand the importance and impact on food exchanges between the Americas and Europe during Columbian times
- Describe traditional dishes from Latin America
- Express preferences

EU 2: Food choices influence our health

- Learn targeted vocabulary
- Express likes and dislikes
- Conjugate infinitive verbs
- Categorize food groups
- Use informational skills to describe healthy/unhealthy foods
- Contrast and compare open-air markets in Latin America and the US
- Apply plurals to adjectives
- Discuss food, health and exercise options
- Understand cultural perspectives on diet and health

Target Vocabulary:

En el desayuno, cereal, huevos, tocino, yogurt, pan, café, te, ensalada, jugos, queso, sopa, verduras, agua, leche, beber, comer, compartir, nunca, siempre, todos los días, gustar, encantar, con, mas o menos, sin, proteína, grasa, azúcar, ejercicio, saludable.

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Interdisciplinary Connections

- English – cognates, words with Latin routes, structure and function of language
- Social Studies: geography, Mexican culture, impact of food exchanges between Europe and Americas
- ESL: Reading, writing, speaking, listening

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Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Translate and apply unit 3.1 vocabulary
- Research the origins of their favorite meal's ingredients and analyze whether they come from Europe or Latin America, then categorize and present their findings using appropriate content vocabulary.
- Navigate a virtual trip through Latin America to **analyze** and **describe** traditional dishes using appropriate food vocabulary.
- Express food preferences to interpret real-life conversations about eating
- Apply conjugation rules to -er/ir verbs to real-life scenarios pertaining to food
- Students listen for and identify specific information in spoken Spanish related to ordering food.
- Translate and apply unit 3.2 vocabulary
- Interpret real-life conversations about healthy eating to demonstrate understanding of key details and vocabulary
- Analyze and categorize food items into food groups
- Apply their knowledge of food vocabulary to evaluate foods and give advice on which foods are healthy and unhealthy to eat using complete Spanish sentences.
- Apply their knowledge of activity vocabulary to evaluate different activities and give advice on which activities are healthy or unhealthy using complete Spanish sentences.*
- Students will organize information about healthy and unhealthy foods, portion sizes, and physical activities using a graphic organizer to plan their health brochure.
- Students will compose a draft of their health brochure in Spanish, apply vocabulary and sentence structures to give advice on nutrition and exercise, and **revise** their work for clarity, accuracy, and completeness in preparation for their final multimedia presentation.*

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Instructional Strategies/Differentiated Instruction

- Do Now
- Binder checks
- Think-Pair-Share
- Graphic Organizers
- Role-Playing / Simulations
- Think-Alouds / Modeling
- Choice Boards / Learning Menus
- Jigsaw / Collaborative Learning
- Interactive Technology
- Sentence Frames / Starters
- Peer Review / Feedback
- Choice of Output Modality
- Homework
- *Visual aids*
- *Color coding*

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Assessments

FORMATIVE ASSESSMENTS:

- TWPS
- Homework
- Do now
- Guided Classwork with skills practice
- Think-Write-Pair-Share (TWPS)
- Warm-ups / Exit Slip
- Binder checks
- Observations
- Self-assessments
- Class participation
- Oral presentations

SUMMATIVE ASSESSMENTS:

- Quiz- EU 1
- Quiz- EU 2
- Unit Task

Unit Task

Unit Task Name: “¡Vive Saludable!: Guía para Comer Bien y Moverte”
(*Live Healthy!: A Guide to Eating Well and Staying Active*)

Description:

In this task, students will demonstrate understanding of how using descriptive language allows us to communicate effectively and give advice in real-life situations (EU 1) and how culture shapes the way we think about nutrition, food choices, and healthy habits (EU 2).

Students will begin by organizing information about healthy and unhealthy foods, portion sizes, and physical activities using a graphic organizer to plan their health brochure. Next, they will compose a draft in Spanish, apply food and activity vocabulary, and revise their work to give clear advice on what to eat, what to avoid, and what exercises to do.

Finally, students will create a multimedia health brochure in Spanish that shares their recommendations for maintaining a healthy lifestyle. This project allows students to communicate meaningful advice using Spanish vocabulary (EU 1) and to reflect on how cultural norms influence eating and activity habits in Spanish-speaking communities (EU 2).

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Unit Resources

- *Realidades, Prentice Hall*
- *Google*
- *Google Slides*
- *Google Classroom*
- *Laptops*
- *Airtame*
- [Www.studyspanish.com](http://www.studyspanish.com)
- Youtube.com
- www.rae.com
- www.wordreference.com
- www.learningspanishlanguage.com