

Spanish 2/Unit 4/Lesson 8/La comida



Unit Description: La comida

This is Unit 4 of 5 for the year. This is a 9-week unit to introduce students to the language and culture of the foods of Latin America. Students will learn about foods from the Spanish-speaking world, food terms, meal-related words, and fruits and vegetables native to the Americas. Students will be introduced to Spanish chef Ferran Adria, Sopas Roa, a Columbian brand of packaged soups, and will be able to write a restaurant review. Students will also explore the cultural, geographic, and historical information about Guatemala.

Essential Questions:

How do people talk about what they eat at each meal? How do people make comparisons about people, places, and things? What are some common foods and dishes in the Spanish-speaking world.

Proficiency Target-Interpersonal Novice High	Proficiency Target-Speaking Novice High	Proficiency Target-Listening Novice High	Proficiency Target-Reading Intermediate Low	Proficiency Target-Writing Novice High
<p>I Can Statements I can order food in a restaurant. I can talk about my favorite foods. I can ask and answer a variety of simple questions about food. I can compare foods and tell which foods I like or prefer. I can recommend foods. I can ask for and pay my bill in a restaurant.</p>	<p>I Can Statements I can present basic information on the topic of food. I can present about school lunch in the cafeteria. I can present information about which foods to try when traveling throughout the Spanish-speaking world.</p>	<p>I Can Statements I can understand simple questions and statements on familiar topics. I can understand information when people talk about meals at home, in a restaurant or when traveling. I can understand when others describe their dining experiences. I can understand when people talk about parties and celebrations.</p>	<p>I Can Statements I can understand short, simple messages on familiar topics, i.e. parties, family celebrations and personal relationship. I can identify some simple information on a menu or food pyramid.</p>	<p>I Can Statements I can create a menu about foods. I can design a food pyramid. I can create a meal brochure for a hotel or a resort.</p>

Assessments:

<p>Diagnostic:</p> <ol style="list-style-type: none"> 1. Pre-assessment 2. Essential questions 3. Q & A 4. Digital components from the Supersite 	<p>Formative:</p> <ol style="list-style-type: none"> 1. Listening practice 2. Reading practice 3. Oral dialogs 4. Quizzes 	<p>Summative:</p> <ol style="list-style-type: none"> 1. Unit assessment 2. Performance-based assessment, speaking and writing 3. Integrated Performance Assessment
---	--	--

Standards to address in Unit:**Communication—Interpersonal Mode (IP)**

MLII.IP1 The students exchange spoken and written information in the target language, utilizing cultural references where appropriate; MLII.IP2 The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language.

Communication—Presentational Mode (P)

MLII.P1 The students present information orally and in writing using familiar and newly acquired vocabulary, phrases, and patterns.

Communication—Interpretive Mode (INT)

MLII.INT1 A. Identify main ideas and essential details when reading and listening.

Cultural Perspectives, Practices and Products (CU)

ML2.PS5.CU1: Students are able to identify target language culture patterns typically associated with various activities, such as eating, shopping, leisure and celebrations.

Connections, Comparisons and Communities (CCC)

ML2.PS6.CCC1: Students recognize the influence of the target language on their own language as well as its reinforcement of information acquired in other content areas.

ML2.PS7.CCC4: Students will be able to give information and understand the impact of major current events on the target culture(s).

MLII.CCC2 The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture.

Know:	Understand:	Do:
Food words and foods that are native to the Americas.	Similarities and differences in food and eating habits in Spanish-speaking countries compared to the US.	Order food in a restaurant, shop for food, talk about what you ate

Major Concepts: (Consider all 4/5 Cs)

Concept 1	Concept 2	Concept 3	Concept 4	Concept 5
Food and meal vocabulary	Preterite of stem-changing verbs	Double-object pronouns	Comparatives and Superlatives	Culture: Guatemala