

# Spanish I Honors Curriculum

*Español*

**Grades 9-12**

**Unit 4: Food, Glorious Food**

## *Course Description*

Paterson Public Schools is committed to seeing that all students progress and develop the required skills to support second language acquisition. At the completion of a strong series of course studies, students will be able to:

- Possess knowledge of adequate vocabulary structured in contextual thematic units
- Express thoughts and ideas on a variety of topics
- Move progressively from simple sentence structures to a more complex use of verbs, adjectives, adverbs, richer expressions, etc...
- Rely on background knowledge to develop fluency in the second language acquisition related to their daily lives, families, and communities
- Compose short dialogues, stories, narratives, and essays on a variety of topics
- Learn and embrace the culture and traditions of the native speakers' countries while learning the language and cultural expressions
- Read, listen, and understand age-appropriate authentic materials presented by natives for natives, as well as familiar materials translated from English into the target language
- Become valuable citizens globally, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures

The Spanish Program at Paterson Public Schools will focus on acquiring communication skills and cultural exposure. It is guided by the NJ DOE Model Curriculum for World Languages and encompasses the N.J.C.C.C. Standards for World Languages which address the need to prepare all students for an interdependent world.

The World Languages units for grades 9-12 consist of the following seven thematic units of study:

Unit 1: All About Me
Unit 2: School Days
Unit 3: Home, Sweet Home
Unit 4: Food, Glorious Food
Unit 5: Celebrations!
Unit 6: Migratory Animals
Unit 7: Going Green

# Educational Technology Standards

8.1.12.A.1, 8.1.12.A.2, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.3, 8.1.12.E.1, 8.1.12.F.1

## ➤ **Technology Operations and Concepts**

- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources
- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

## ➤ **Creativity and Innovation**

- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

## ➤ **Communication and Collaboration**

- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

## ➤ **Digital Citizenship**

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
- Compare and contrast policies on filtering and censorship both locally and globally.

## ➤ **Research and Information Literacy**

- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

## ➤ **Critical Thinking, Problem Solving, Decision Making**

- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

## Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

### **CRP1. Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

### **CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

### **CRP3. Attend to personal health and financial well-being.**

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

## Career Ready Practices

### **CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

### **CRP5. Consider the environmental, social and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

### **CRP6. Demonstrate creativity and innovation.**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

### **CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

## Career Ready Practices

### **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

### **CRP9. Model integrity, ethical leadership and effective management.**

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

### **CRP10. Plan education and career paths aligned to personal goals.**

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

### **CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

## Career Ready Practices

**CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## Pacing Chart – Unit 4

Pacing Chart – Unit 4			
#	Student Learning Objective	CCSS	6 weeks
1	Identify words and phrases associated with food preferences, products, and practices of the target culture.	7.1.NM.A1 7.1.NM.A.5 7.1.NM.C.4	
2	Skim and scan culturally authentic texts to identify cultural products and practices related to Spanish food and gastronomy.	7.1.NM.A3 7.1.NM.C.4 7.1.NM.B.2	
3	Demonstrate comprehension of oral and written instructions, commands, and requests associated with food.	7.1.NM.A2 7.1.NM.B.4 7.1.NM.B.2	
4	Ask and respond to questions to order a meal from a culturally authentic menu.	7.1.NM.B.5 7.1.NM.B.1 7.1.NM.B.4	
5	Interpret highlights from a culturally authentic Spanish language passage orally and/or in writing that compares food and authentic cuisine in the home and target culture(s).	7.1.NM.C.4 7.1.NM.A3 7.1.NM.A.5	

## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<u><b>Time/General</b></u>	<u><b>Processing</b></u>	<u><b>Comprehension</b></u>	<u><b>Recall</b></u>
<ul style="list-style-type: none"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for reports and projects</li> <li>• Communication system between home and school</li> <li>• Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> <li>• Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul>
<u><b>Assistive Technology</b></u>	<u><b>Tests/Quizzes/Grading</b></u>	<u><b>Behavior/Attention</b></u>	<u><b>Organization</b></u>
<ul style="list-style-type: none"> <li>• Computer/whiteboard</li> <li>• Tape recorder</li> <li>• Spell-checker</li> <li>• Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Study guides</li> <li>• Shortened tests</li> <li>• Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent daily structured routine</li> <li>• Simple and clear classroom rules</li> <li>• Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Individual daily planner</li> <li>• Display a written agenda</li> <li>• Note-taking assistance</li> <li>• Color code materials</li> </ul>

## Enrichment

### **Accommodate Based on Students individual Needs: Strategies**

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

## Assessments

### Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

**Enduring Understanding:**

- ↷ Healthy eating habits and fitness practices vary from culture to culture.
- Historical influences affect the types of food consumed and ways they are prepared.
- Mealtimes vary from region to region.
- Family time and sharing food is an essential part of the Spanish culture.

<b>Grade: 9-12</b>	<b>Unit: Four</b>	<b>Topic: Food, Glorious Food</b>
<b>New Jersey Core Curriculum Content Standards (NJCCCS):</b> 7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.3, 7.1.NM.A.5, 7.1.NM.B.2, 7.1.NM.B.4, 7.1.NM.C.4, 7.1.NM.C.5		
<b>ACTFL Modes of Communication:</b> <ul style="list-style-type: none"> <li>• Interpersonal</li> <li>• Interpretive</li> <li>• Presentational</li> </ul>		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p><b>SLO # 1</b> Identify words and phrases associated with food preferences, products, and practices of the target culture.</p> <p><b>Standard:7.1.NM.A1</b> Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p><b>Standard:7.1.NM.A.5</b> Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p>	<ul style="list-style-type: none"> <li>• What are similarities and differences between European and American eating habits, table layout, and table manners?</li> <li>• How does a fast food culture impact food culture in Spain, the United States, and other countries of Europe?</li> <li>• What is the role of Spanish cuisine in the culinary world?</li> <li>• What is the role of food and meal taking in a culture’s identity?</li> <li>• How do unique Spanish dishes reflect on the culture?</li> </ul>	<p><b><u>Role Play</u></b> Student act out a dialogue in which they discuss being hungry, thirsty and select food they would like to have.</p> <p><b><u>At the Supermarket</u></b> In groups of two, assign students the task of shopping to buy the ingredients needed to prepare their meal following the recipe.</p> <p><b><u>Venn Diagram</u></b> Students compare “mercado de pulgas” with the Flea Market.</p> <p><b><u>Collage Gallery Walk</u></b> In groups of 2, make a collage of items found at various food markets. Include shapes, sizes and colors. Display it around the classroom and have students</p>	<p><b>Avancemos 1</b> <b>Mi Comida Favorita</b> Textbook: pp138-159 DVD 1 CD 3: Tracks 1, 2, 3, 4, 5, 6, 7, 8, 9, Cuaderno: pp 99-101, 102-104, 105-107, 108-109</p> <p><b>Food in Every Country: Spain</b> <a href="http://www.foodbycountry.com/Spain-to-Zimbabwe-Cumulative-Index/Spain.html">http://www.foodbycountry.com/Spain-to-Zimbabwe-Cumulative-Index/Spain.html</a></p> <p><b>Meals and Culture of Spain</b> <a href="http://spanishfood.about.com/od/discoverspanishfood/a/spain_meals.htm">http://spanishfood.about.com/od/discoverspanishfood/a/spain_meals.htm</a></p>	<p>Olives and garlic were brought to Puerto Rico by Spaniards.</p> <p>Plantains and coconuts were introduced in Puerto Rican cuisine by Africans.</p> <p>Tapas are very popular in Spain and the Spanish-speaking world.</p> <p>Flan is a popular desert.</p> <p>Goods sold in food and craft markets reflect local agriculture, eating habits and cuisine, and various needs and interests of the people in the community.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p><b>Standard: 7.1.NM.C.4</b></p> <p>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>		<p>present their work in the target language.</p> <p><b><u>Role play</u></b></p> <p>Students have been asked at the last minute to replace the presenter of a television cooking show. In groups of two, student have to present a theme menu (for Christmas, for a birthday, etc.) They will give ingredients and ideas.</p>	<p><b>Spanish Eating Customs</b></p> <p><a href="http://www.donquijote.org/culture/spain/society/food/eating-customs">http://www.donquijote.org/culture/spain/society/food/eating-customs</a></p>	
<p><b>SLO # 2</b></p> <p>Skim and scan culturally authentic texts to identify cultural products and practices related to Spanish food and gastronomy.</p> <p><b>Standard:7.1.NM.A3</b></p> <p>Recognize a few common gestures and cultural practices associated with</p>	<ul style="list-style-type: none"> <li>• What is it like to go to a restaurant in Spanish - speaking country?</li> <li>• What do I need to know to feel confident when I order at a restaurant?</li> <li>• How does food impact the economy, family, and social interactions in Spain?</li> </ul>	<p><b><u>Commercial Activity</u></b></p> <p>Design a commercial for a typical Spanish snack or beverage. Provide a jingle and present it to the class.</p> <p><b><u>Reading Comprehension</u></b></p> <p>In pairs, students read the Telehistoria Completa. Students pay attention on hos Maribel and Enriquer order and tell the waiter</p>	<p><b>Avancemos 1</b></p> <p>Textbook: pp 218, 220, 222 DVD 1 CD 4: Tracks 12, 13</p> <p><b>Avancemos 1</b></p> <p>Textbook: pp 231-232 DVD 1 CD 4: Track 18</p>	<p>Comidas al aire libre:</p> <p>Puerto Ricans enjoy informal gatherings at a beach or park, where families can spend time together to eat, barbecue, and listen to music.</p> <p>Pinchos are popular at barbecue and snack stands.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>the target culture(s).</p> <p><b>Standard: 7.1.NM.C.4</b> Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>Standard: 7.1.NM.B.2</b> Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>		<p>what they would like. Students answer comprehension questions on page 232.</p> <p><b><u>¿Qué piden?</u></b> Tell what the people are ordering based on the images on page 229 # 11 from Avancemos textbook.</p>	<p><b>Spanish-At the Restaurant</b> <a href="http://www.studyspanish.com/travel/restaurant.htm">http://www.studyspanish.com/travel/restaurant.htm</a></p> <p><b>Avancemos 1</b> Textbook: p. 229 # 11</p>	
<p><b>SLO # 3</b> Demonstrate comprehension of oral and written instructions, commands, and requests associated with food.</p> <p><b>Standard:7.1.NM.A2</b> Recognize familiar spoken</p>	<ul style="list-style-type: none"> <li>• What is healthy eating? What is the obesity rate in Spain in comparison with the US?</li> <li>• What is “food stairs”? How is it similar and different with the US?</li> <li>• What are the measurements used to describe quantity in the</li> </ul>	<p><b><u>Healthy Eating Diagram</u></b> Using a diagram, compare the food stairs to the food pyramid or food plate.</p> <p><b><u>Recipe Activity</u></b> Develop a recipe of your favorite food, including the measurements and</p>	<p><b>Spain Has The Highest Percentage of Kindergarten Obese Kids</b> <a href="http://www.femalefirst.co.uk/parenting/childhood-obesity-339711.html">http://www.femalefirst.co.uk/parenting/childhood-obesity-339711.html</a></p> <p><b>La Comida- Food measurements</b></p>	<p>Libra is the unit of measurement used in Spain.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p><b>Standard:7.1.NM.B.4</b> Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p><b>Standard: 7.1.NM.B.2</b> Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>	<p>European countries?</p>	<p>quantities needed for the ingredients in the target language.</p> <p><b><u>¿Qué vas a comer?</u></b> Ask a partner what he or she is going to eat this week based on images provided on page 222 # 4 of Avancemos textbook.</p> <p><b><u>Lectura</u></b> Read the section from the supermarket ad and the list. Ask students to create charts organizing the food on the list. How many categories can each food belong to? Are there foods that belong to only one category?</p>	<p><a href="https://quizlet.com/9316985/la-comida-part-7-food-measurements-flash-cards/">https://quizlet.com/9316985/la-comida-part-7-food-measurements-flash-cards/</a></p> <p><b>Avancemos 1</b> Textbook: p. 222 # 4</p> <p><b>Avancemos 1</b> Lectura A comprar y a comer Textbook: pp 156-157 CD 3: Track 10</p>	
<p><b>SLO # 4</b> Ask and respond to questions to order a meal</p>	<ul style="list-style-type: none"> <li>• How is the culture expressed through food?</li> <li>• What is the role of</li> </ul>	<p><b><u>Math Activity</u></b> You are in a Spanish café and you want to pay the bill.</p>	<p><b>Currency Converter</b> <a href="http://www.xe.com/currenc">http://www.xe.com/currenc</a></p>	<p>Euro (€) is the monetary units used in Spain.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>from a culturally authentic menu.</p> <p><b>Standard:7.1.NM.B.5</b> Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p><b>Standard:7.1.NM.B.1</b> Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p><b>Standard:7.1.NM.B.4</b> Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<p>economics in cuisine?</p> <ul style="list-style-type: none"> <li>• How does street food reflect multiculturalism in a society?</li> </ul>	<p>You only have US dollars. Find out the current euro rate to convert into dollars to pay your bill.</p> <p><b><u>Spanish Menu/ Restaurant Web quest</u></b></p> <p>Students will complete a web quest that will take them to several well-known Spanish restaurants. Students will look at menus, foods, and other key aspects of Spanish culture. They will share their findings via Google docs.</p> <p><b><u>¿Qué pides del menu?</u></b></p> <p>Ask a partner what he or she orders in a restaurant in the scenarios on page 230 # 14 from Avancemos textbook.</p>	<p>yconverter/</p> <p><b>17 Classic Spanish Dishes You Need In Your Life</b></p> <p><a href="http://www.buzzfeed.com/kiirstenking/traditional-spanish-dishes-you-need-in-your-life#.efVawkx2o">http://www.buzzfeed.com/kiirstenking/traditional-spanish-dishes-you-need-in-your-life#.efVawkx2o</a></p> <p><b>Avancemos 1</b> Textbook: p. 230 # 14</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p><b>SLO # 5</b>            Interpret highlights from a culturally authentic Spanish language passage orally and/or in writing that compares food and authentic cuisine in the home and target culture(s).</p> <p><b>Standard: 7.1.NM.C.4</b>            Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>Standard:7.1.NM.A3</b>            Recognize a few common gestures and cultural practices associated with the target culture(s).</p>	<ul style="list-style-type: none"> <li>How is cost of food/beverages in comparison with the cost in the United States?</li> </ul>	<p><b><u>Post Card</u></b>            Write a post card to a friend. Include 4 to 5 items and their cost in euros.</p> <p><b><u>Journal</u></b>            Write a paragraph in your journal comparing cost of vegetables in Spain in comparison with the cost of vegetables in the US. Explain which is less or more expensive.</p> <p><b><u>Telehistoria completa</u></b>            Play the audio for the “Telehistoria completa”. Pair students to discuss the scene and how Maribel and Enrique order their food?</p>	<p><b>Food prices in Spain</b>  <a href="http://www.numbeo.com/food-prices/country_result.jsp?country=Spain">http://www.numbeo.com/food-prices/country_result.jsp?country=Spain</a></p> <p><b>Cost of Living Comparison Between Spain and United States</b>  <a href="http://www.numbeo.com/cost-of-living/compare_countries_result.jsp?country1=Spain&amp;country2=United+States">http://www.numbeo.com/cost-of-living/compare_countries_result.jsp?country1=Spain&amp;country2=United+States</a></p> <p><b>Avancemos 1</b>            Telehistoria completa            Textbook: pp 231-232            CD 4: Track 18</p>	<p>Recao and Sofrito are seasonings used to prepare popular meals in Puerto Rico.</p> <p>Typical authentic foods vary from region to region.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p><b>Standard:7.1.NM.A.5</b>                      Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p>		<p><b><u>Lectura Cultural</u></b>                      Read about weekend activities in Spain and Chile. In pairs, discuss what each city offers and compare these activities with what you do on weekends. Do you go to restaurants? What is your favorite restaurant?</p>	<p><b>Avancemos 1</b>                      Lectura Cultural                      El fin de Semana en España y Chile                      Textbook: pp 234-235                      CD 4: Track 21</p> <p><b>Avancemos 1</b>                      Textbook: p. 27b                      Textbook: p. 81b                      Textbook: p.297b                      Textbook: p. 234b                      Textbook: p.351b                      Recipes</p>	

<b>Unit 4 Vocabulary</b>			
<b>Unidad 4: Vocabulario: Food, Glorious Food</b>			
<b>Vocabulario</b>	<b>Las frutas y las verduras</b>	<b>Por el almuerzo y la cena</b>	<b>Las bebidas</b>
Un sándwich Un sándwich de jamón Un sándwich de queso La ensalada El carne El bistec El pollo El pescado La hamburguesa El perro caliente La pizza La tortilla La omelette Las patatas fritas El arroz El pastel El helado El helado con sabor de vainilla El helado con sabor de chocolate El menú El camarero	La naranja La banana La manzana La pera La fresa La cereza El pomelo El tomate El pepino La zanahoria Las patatas Las judías verdes El pimiento El guisante El brócoli Las verduras	El aperitivo La sopa La ensalada El queso El yogur(t) El jamón La salchicha El pescado El lenguado La tuna El atún El carne El bistec El pollo La ternera El arroz Las espaguetis Las patatas fritas	El agua El agua mineral El leche El jugo de naranja El jugo de manzana El jugo de uva El jugo de tomate La soda La limonada El café El té El té helado El chocolate

<b>Unit 4 Vocabulary</b>			
<b>Unidad 4: Vocabulario: Food, Glorious Food</b>			
<b>Por el desayuno</b>	<b>Poner la mesa</b>	<b>Los adjetivos</b>	<b>Los ingredientes</b>
El pan La mermelada La mantequilla Los cereales El huevo	El tapete La servilleta La copa La taza El plato La cuchara El tenedor El cuchillo	Grande Pequeño/pequeña Viejo/vieja Delicioso/deliciosa	El azúcar La sal La pimienta La mayonesa La mostaza El cátsup
<b>Las medidas</b>	<b>Los verbos</b>	<b>La comida</b>	<b>Los colores</b>
Un kilo Una libra Una docena Un litro Una caja Una cucharada Una taza Una pizza	Ser Estar Gustar Preparar Ayudar Cocinar Cenar Comer Poder	El desayuno El almuerzo La cena El postre El plato principal El tentempié	Amarillo/amarilla Anaranjado/anaranjada Azul Blanco/blanca Negro/negra Rojo/roja Morado/morada Verde Marrón

## Unit Project (Choose 1)

<b>Project (Suggested)</b>	<b>Project (Suggested)</b>
<p>1. In groups of 3 or 4, design a menu and create an original skit in a restaurant or a café setting. Include in your skit, culturally appropriate greeting(s) to server and friends, authentic foods and beverages, and ask for the check. Act out your skits and present in front of the class.</p> <p><b>RUBRIC REQUIRED FOR:</b></p> <ul style="list-style-type: none"> <li>● Menu</li> <li>● Skit</li> </ul>	<p>2. Develop a recipe of your favorite food (from any culture). Recipe must be written and presented in the target language. Include an image of the final product. Class recipes will be added to the class recipe book. Recipe book will be shared with all students in class.</p> <p><b>RUBRIC REQUIRED</b></p>