

# Spanish III Honors Curriculum



## Grade 9-12

### Unit 2: Comida y Nutrición

## *Course Description*

### Philosophy

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

## Overview

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:

1. Unit 1: La salud, el aseo y rutinas diarias
2. Unit 2: Comida y nutrición
3. Unit 3: La familia
4. Unit 4: El futuro
5. Unit 5: España y sus regiones
6. Unit 6: Artes: el cine, el teatro y la televisión
7. Unit 7: El sistema político de España

# 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.

<b>Pacing Chart – Unit 2</b>			
#	Student Learning Objective	CCSS	5 weeks
1	Identify, ask for and describe food and beverage items, including table setting, meals and mealtime in the Spanish culture.	7.1.NH.C.3 7.1.NH.C.2 7.1.NH.A.5	
2	Identify, define and describe stores where food is purchased including specialty food stores.	7.1.NH.A.1 7.1.NH.A.5 7.1.NH.C.2	
3	Demonstrate comprehension and follow directions on making authentic Spanish foods, including measurements, product knowledge and label reading.	7.1.NH.A.2 7.1.NH.A.4 7.1.NH.B.5	
4	Request, order and ask for the check in a café or a restaurant setting in the target culture using Euros.	7.1.NH.B.4 7.1.NH.C.2 7.1.NH.C.4	

- Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.

## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</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>

<p><b><u>Assistive Technology</u></b></p> <ul style="list-style-type: none"> <li>● Computer/whiteboard</li> <li>● Tape recorder</li> <li>● Spell-checker</li> <li>● Audio-taped books</li> </ul>	<p><b><u>Tests/Quizzes/Grading</u></b></p> <ul style="list-style-type: none"> <li>● Extended time</li> <li>● Study guides</li> <li>● Shortened tests</li> <li>● Read directions aloud</li> </ul>	<p><b><u>Behavior/Attention</u></b></p> <ul style="list-style-type: none"> <li>● Consistent daily structured routine</li> <li>● Simple and clear classroom rules</li> <li>● Frequent feedback</li> </ul>	<p><b><u>Organization</u></b></p> <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>
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## **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/Multi Level 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, Roleplaying, 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 may vary across cultures
- Purchasing certain foods in specialty store is common practice in Spain
- Foods including recipes that are culture specific
- The culture of Bares and Tapas in Spain

<b>Grade: 9-12</b>	<b>Unit: Two</b>	<b>Topic: Comida y nutrición</b>
<p><b>NJCCCS: 7.1.NH.A.1, 7.1.NH.A.2, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3, 7.1.NH.C.4</b></p>		
<p><b>ACTFL Standards:</b></p> <ul style="list-style-type: none"> <li>➤ Interpersonal</li> <li>➤ Interpretive</li> <li>➤ Presentational</li> </ul>		

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Interdisciplinary Connections
<p>Identify, ask for and describe food and beverage items, including table setting, meals and mealtime in the Spanish culture.</p> <p><b>7.1.NH.C.3</b> Describe in writing people and things from the home and school environment.</p> <p><b>7.1.NH.C.2</b> Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p><b>7.1.NH.A.5</b> Demonstrate comprehension of short conversations and brief written messages on</p>	<ul style="list-style-type: none"> <li>• How does Spanish cuisine reflect culture?</li> <li>• What are the traditional foods served in Spain and Latin America?</li> <li>• How have traditional Spanish foods/Latin American foods impacted American cuisines?</li> <li>• How do table manners differ across cultures?</li> </ul>	<p><b><u>Journal</u></b> Write a journal entry of what you ate on the weekend: include Friday, Saturday and Sunday, all three meals and snacks. Read aloud your journal entry to your partner.</p> <p><b><u>Healthy Eating</u></b> Create a health conscious menu for one week. Include foods from all groups and liquids. Specify if items are grilled, broiled, etc...</p> <p><b><u>Compare/Contrast</u></b> Compare and contrast the food plate with the food stairs. Discuss with a partner your observations and then share with the whole group.</p>	<p><b>Guía de la alimentación saludable</b> <a href="http://aesan.msssi.gob.es/AESAN/docs/docs/publicaciones_estudios/nutricion/guia_alimentacion.pdf">http://aesan.msssi.gob.es/AESAN/docs/docs/publicaciones_estudios/nutricion/guia_alimentacion.pdf</a></p> <p><b>Table Setting</b> <a href="http://www.emilypost.com/table-manners-sub-menu">http://www.emilypost.com/table-manners-sub-menu</a></p> <p><b>Food plate</b> <a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a></p> <p><b>Dietary Guides</b> <a href="http://www.fao.org/nutrition/education/food-based-dietary-guidelines/regions/countries/spain/en/">http://www.fao.org/nutrition/education/food-based-dietary-guidelines/regions/countries/spain/en/</a></p>	<p>Authentic Spanish cuisine in Spain and per region and various Spanish-speaking countries</p> <p>La cocina Mediterránea</p> <p><i>Burritos</i>, large flour tortilla filled with beans and/or meat and then rolled like a package, originated in the Southwest in the 1920s or 1930s.</p> <p><i>Ceviche</i>, sometimes also called <i>Cebiche</i> is the national dish of Peru, but it is also popular in the rest of Latin America. Each country prepares it slightly differently, but they all involve seafood (fish, scallops, or shrimp) and lemon or orange juice. The</p>

familiar topics.		<p><b><u>Personal Pyramid</u></b>                  Create your own personal food pyramid, plate or stairs, indicating what you consume on a regular basis. Share it with a partner and have them critique and make suggestions on how to improve your intake and have a more balanced diet.</p> <p><b><u>Los críticos gastronómicos</u></b>                  In groups of three, assign sections of the article “Los malvados (y garroneros) críticos gastronómicos” per group. Students read, discuss and each group reports back in the order of the article.</p>	<p><b>Costumbres y Alimentación en España</b>  <a href="http://www.donquijote.org/cultura/espana/sociedad/gastronomia/costumbres-en-la-mesa">http://www.donquijote.org/cultura/espana/sociedad/gastronomia/costumbres-en-la-mesa</a></p> <p><b>Los malvados (y garroneros) críticos gastronómicos</b>  <a href="http://www.mdzol.com/nota/653978-los-malvados-y-garroneros-criticos-gastronomicos/">http://www.mdzol.com/nota/653978-los-malvados-y-garroneros-criticos-gastronomicos/</a></p>	<p>acidity of the juices turns the flesh opaque and firm, just as heat would.</p> <p><i>Tostones</i>, twice-fried green plantains, are very popular in Puerto Rico, Cuba, and the Dominican Republic. They are often served with a garlic sauce called <i>mojo</i>.</p>
Identify, define and describe stores where food is purchased including specialty food stores.	<ul style="list-style-type: none"> <li>• How are shopping habits influenced by culture?</li> </ul>	<p><b><u>Video</u></b>                  Watch "Emprendedor tienda de alimentación" video and discuss with a partner the scene. Provide</p>	<p><b>Tiendas Gourmet</b>  <a href="http://www.guiarepsol.com/es/gastronomia/cultura-gastronomica/tiendas-gourmet-en-">http://www.guiarepsol.com/es/gastronomia/cultura-gastronomica/tiendas-gourmet-en-</a></p>	<p>Specialty Stores</p> <p>Weighing and pricing of fruits and vegetables in</p>

<p><b>7.1.NH.A.1</b> Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p><b>7.1.NH.A.5</b> Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p><b>7.1.NH.C.2</b> Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	<ul style="list-style-type: none"> <li>Where do you buy your food? Vegetables/fruits? Meat? Breads?</li> </ul>	<p>guiding questions to your students to facilitate the conversations. Report back to the whole group.</p> <p><b><u>Survey</u></b> Students take a survey on where various items are purchased: supermarket, vegetable market, meat market, etc... Compare your findings with a partner.</p> <p><b><u>Poster</u></b> Create an electronic poster on Glogstr of your favorite food store and/or supermarket.</p> <p><b><u>Compare/Contrast</u></b> Watch the video on “Nuevo concepto de tienda Condis en la calle Industria de Barcelona”. Compare and contrast your findings to a local store where you shop.</p>	<p><b>Un supermercado ecológico - video</b> <a href="https://www.youtube.com/watch?v=IYAg6hrLXWs">https://www.youtube.com/watch?v=IYAg6hrLXWs</a></p> <p><b>Nuevo concepto de tienda Condis en la calle Industria de Barcelona- video</b> <a href="https://www.youtube.com/watch?v=aPYadlmJG9Q">https://www.youtube.com/watch?v=aPYadlmJG9Q</a></p>	<p>supermarkets.</p> <p><i>Bodega</i> is usually a small grocery store in an urban area specializing in Hispanic groceries.</p>
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		Share with a partner.		
<p>Demonstrate comprehension and follow directions on making authentic Spanish foods, including measurements, product knowledge and label reading.</p> <p><b>7.1.NH.A.2</b> Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p><b>7.1.NH.A.4</b> Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p><b>7.1.NH.B.5</b> Converse on a variety of familiar topics and/or</p>	<ul style="list-style-type: none"> <li>• What are typical authentic dishes prepared and consumed in your household?</li> <li>• Who are the most famous chefs in the United States? And in Spain?</li> </ul>	<p><b><u>Reading a recipe</u></b> 1. In pairs, students read the recipe from the textbook. Define new vocabulary words, identify the ingredients, and compare it to an American food.</p> <p>2. Students can do this activity in groups with different recipes distributed to them in Spanish.</p> <p><b><u>La receta</u></b> Write the directions of a recipe in Spanish created by a famous chef. Include the ingredients and measurements according to the Spanish metric system.</p>	<p><b>Avancemos 3</b> Textbook: Lectura Literaria p. 108-111 CD 3: Track 11</p> <p><b>Avancemos 3</b> Textbook: 267 B Recipe: Ceviche de atún</p> <p><b>Receta de Paella de mariscos</b> <a href="http://www.pequerecetas.com/receta/paella-de-marisco-receta-paso-a-paso/">http://www.pequerecetas.com/receta/paella-de-marisco-receta-paso-a-paso/</a></p> <p><b>Avancemos 2</b> Comida en España y El Salvador Textbook: p. 296</p> <p><b>Metric Conversion</b> <a href="http://www.metric-conversions.org/weight-">http://www.metric-conversions.org/weight-</a></p>	<p>Measurements in various countries differ from that of the United States.</p> <p><i>Paella</i> is a Spanish rice dish that includes different combinations of vegetables and meats, characteristically seasoned with saffron, but also has other spices depending on the recipe and area in Spain it comes from. The dish Paella is said to be a perfect union between 2 cultures from Spain, the Romans, for the pan and the Arabs that brought rice.</p>

<p>topics studied in other content areas.</p>		<p><b><u>Lectura Literaria</u></b>                  Group students and assign each group to read a section from "Como Agua Para Chocolate". Have students define new vocabulary and report back to the whole group.</p>	<p><a href="#">conversion-table.htm</a></p> <p><b>Avancemos 3</b>                  Textbook: Lectura Literaria p.74-77                  CD 2: Track 10</p> <p><b>Avancemos 2</b>                  Textbook: Lectura Cultural                  Textbook: p.294-295</p>	
<p>Request, order and ask for the check in a café or a restaurant setting in the target culture using Euros.</p> <p><b>7.1.NH.B.4</b>                  Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p><b>7.1.NH.C.2</b>                  Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar</p>	<ul style="list-style-type: none"> <li>• Do you go to restaurants? Cafés?</li> <li>• What do Spanish teens order in a cafe? And American teens?</li> <li>• What are some cultural expressions used in the United States? And in your own culture?</li> </ul>	<p><b><u>Role Play</u></b>                  In groups of three, one student plays the role of the waiter; the other two play the role of the clients. Order something to eat and something to drink, ask for the check, and leave the proper tip. Reverse roles.</p> <p><b><u>Reading Comprehension</u></b>                  In pairs, have students read telehistoria escena 1 on p. 257 from Avancemos 2 Textbook.</p>	<p><b>Monetary Conversion</b>  <a href="http://www.xe.com/currencyconverter/convert/?From=EUR&amp;To=USD">http://www.xe.com/currencyconverter/convert/?From=EUR&amp;To=USD</a></p> <p><b>Avancemos 2</b>                  Textbook: Unidad 5 España - Lección 1- Tema: ¡Qué Rico! pp.252-275</p> <p><b>Avancemos 2</b>                  Textbook: p. 257                  Telehistoria escena 1 DVD 2                  CD 6: Track 3</p>	<p>Gratuity</p> <p>Cultural expressions that have alternate meanings</p> <p>Bares y tapas</p> <p><i>Mate</i>, also called <i>Yerba mate</i>, is made principally from a dried, ground-up evergreen plant related to the holly leaf. It is drunk through a special strainer-straw called a <i>bombilla</i>, and has a stimulant effect similar to that of coffee. It</p>

<p>vocabulary orally or in writing.</p> <p><b>7.1.NH.C.4</b>                  Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>		<p>With a partner, discuss the scene and decide on true/false statements provided by teacher. Watch the video or listen to the authentic track.</p> <p><b><u>Cultural Awareness</u></b>                  Students read Comparación Cultural from Avancemos 2 textbook and guess the meaning of the cultural expressions. Students pair up with a partner to answer questions and share their answers. Teacher will confirm with the whole group.</p> <p><b><u>Menu</u></b>                  Create and design an authentic menu, including food and beverage items and prices in euros.</p>	<p><b>Avancemos 2</b>                  Texbook: p. 262                  Telehistoria escena 2                  DVD 2                  CD 6: Track 6</p>	<p>is popular in Uruguay, Argentina, Paraguay and Brazil.</p>
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		<p><b><u>Plan a date</u></b>          You'd like to take someone special on a date. Plan the evening by selecting your favorite restaurant and calculate in euros the amount of money you would need based on the menu and prices of your selected restaurant.</p>	<p><b>Avancemos 2</b>          Textbook: p. 260          Comparación Cultural</p> <p><b>Avancemos 2</b>          Textbook: p. 266          Comparación Cultural</p> <p><b>Avancemos 2</b>          Textbook: p. 290          Comparación Cultural</p>	
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## Unit 2 Vocabulary

### Unidad 2: Vocabulario: Comida y Nutrición

<u><b>Vocabulario</b></u>	<u><b>Las comidas</b></u>	<u><b>Las frutas y las verduras</b></u>	<u><b>Las bebidas</b></u>
<u><b>Los alimentos</b></u>			
Un sándwich	El desayuno	Una naranja	El agua
Un sándwich de jamón	El almuerzo	Una banana	El agua mineral
Un sándwich de queso	La cena	Una manzana	La leche
Un bistec	El postre	Una pera	El jugo de naranja
Un bistec con papas fritas	El plato principal	Una fresa	El jugo de manzana
Un hamburguesa	El bocadillo (snack)	Una frambuesa	El jugo de uva
Una salchicha		Un melocotón	El jugo de tomate
Una ensalada	<u><b>Los verbos</b></u>	Una cereza	El refresco
Una ensalada verde	Desayunar	Un albaricoque	La limonada
Una ensalada de tomates	Almorzar	Una piña	El café
Una tostada	Cenar	Un limón	El té
Una pizza	Probar	Un melón	El té helado
Un omelet	Comer	Un pomelo	El chocolate
Un helado	Detestar	Un tomate	
Un helado de vainilla	Separar	Un pepino	<u><b>Las expresiones de cantidad</b></u>
Un helado de chocolate	Tener hambre	Una zanahoria	Una libra (de)
Una tarta	Tener sed	Una berenjena	Un kilo (de)
Un pastel	Poner la mesa	Una patata	Una docena (de)
Una bebida	Comprar	Un pimiento	Un litro
Una receta	Dar	Un avocado	Una caja
Un yogurt	Llevar	Una coliflor	Un trozo
	Servir	Los guisantes	Un bote

<p>El queso                  El jamón                  La salchicha                  Los huevos</p> <p><b><u>Tiendas especialidades</u></b>                  La panadería                  La pastelería                  La carnicería                  La lechería                  La fiambrería                  La frutería                  La verdulería                  La pescadería                  La heladería                  Las tiendas                  El almacén                  El mercado                  El supermercado                  El mercado de pulgas</p> <p><b><u>Revisión</u></b>                  Los colores                  Los adjetivos                  El dinero                  Las expresiones para ordenar y recibir la cuenta                  Otras expresiones útiles</p>	<p>Beber                  Seguir                  Elegir</p> <p><b><u>Para almorzar y cenar</u></b>                  El aperitivo                  La sopa                  La ensalada                  El queso                  El yogurt                  El jamón                  La salchicha                  El pescado                  El atún                  La carne                  El bistec                  El pollo                  La ternera                  El arroz                  El espagueti                  Las papas fritas</p>	<p>Los judías verdes                  Las espinacas</p> <p><b><u>Los condimentos</u></b>                  El azúcar                  La sal                  La pimienta                  La mostaza                  El kétchup                  La mayonesa                  El jarabe                  La miel                  La crema</p>	<p>Un torso                  Un paquete                  Un saco                  Bastante                  Mucho                  demasiado                  Poco                  Algún/ alguna                  Cuántos</p>
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Choose 1

Unit Project (Suggested)	Unit Project (Suggested)
<p>1. Students document each step they need to cook an authentic Spanish meal or a meal of their choice through a video. Directions, measurements, and ingredients should be provided in the target language. Explanation of the preparation is also included in the video in the target language. Time needed for preparation and cooking must be added as well as the final product. Students are encouraged to bring in their final product to share with the whole group, the day of the presentation.</p> <p>RUBRIC REQUIRED</p>	<p>2. In groups of three, students create and write authentic dialogues and design menus in Spanish. Students act out their skits, record it, and present the video in class. Scenes, settings and props must be appropriate to that of a café or a restaurant scene. All skits must have a server and two patrons.</p> <p>RUBRIC REQUIRED</p>