

# World Languages Curriculum

## Spanish I Curriculum

*Español*

**Grades 9-12**

**Unit 4: Food, Glorious Food**

## *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:

- Demonstrate knowledge of vocabulary pertaining to thematic unit contexts
- 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 related to their daily lives, families, and communities
- Compose short dialogues, stories and narratives, on a variety of topics
- Describe the products, practices and perspectives of the target culture
- 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 global citizens, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures

## **Overview**

The Spanish program in Paterson Public Schools is guided by the NJ DOE Model Curriculum for World Languages. Students will focus on acquiring communication skills and cultural exposure through 7 units of study. This course 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 Spanish I consist of the following:

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

## 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.

# 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.

### 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.	<b>7.1.NM.A.1</b> <b>7.1.NM.A.5</b>	
2	Skim and scan culturally authentic texts to identify cultural products and practices related to French food and gastronomy.	<b>7.1.NM.A.3</b>	
3	Demonstrate comprehension of oral and written instructions, commands, and requests associated with food.	<b>7.1.NM.A.2</b> <b>7.1.NM.B.2</b>	
4	Ask and respond to questions to order a meal from a culturally authentic menu.	<b>7.1.NM.B.4</b>	
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).	<b>7.1.NM.C.4</b> <b>7.1.NM.C.5</b>	

## 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
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects Completed Individually or with Partners
- Tiered / Multileveled Activities
- Learning Centers
- Individual Response Board
- Open-ended Activities
- Circumlocution Strategies
- Picture Similarity Description
- R.A.F.T.
- Opportunities to Sustain Discourse

## Assessments

### Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- **Integrated Performance Assessment**
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks, Padlet
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog; Makebeliefscomix to Create a Comic Strip

**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

<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>7.1.NM.A.1</b> Recognize familiar</p>	<ul style="list-style-type: none"> <li>• How do European and American eating habits, table layout, and table manners compare?</li> <li>• How does fast food culture impact the food culture in Spain, the United States, and other</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, students generate a shopping list to buy</p>	<p><b>¡Avancemos! 1</b> <b>Mi Comida Favorita</b> Textbook: pp140-159 DVD 1 CD 3: Tracks 1, 2</p> <p><b>Food in Every Country: Spain</b></p>	<p>Olives and garlic were brought to Puerto Rico by the Spaniards.</p> <p>Plantains and coconuts were introduced into Puerto Rican cuisine by the Africans.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p><b>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>countries of Europe?</p> <ul style="list-style-type: none"> <li>• What is the role of Spanish cuisine in the culinary world?</li> <li>• What is the role of food and meals in a culture’s identity?</li> </ul>	<p>the ingredients needed to prepare their meal when given the recipes. When lists are ready, post items one by one on the board while class responds with thumbs up/down gesture.</p> <p><b><u>Waiter!</u></b></p> <p>In groups of 3 or 4, students 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><u>Venn Diagram</u></b></p> <p>Students compare “<i>mercado de pulgas</i>” with the Flea Market.</p> <p><b><u>Collage Gallery Walk</u></b></p> <p>In groups of 2, make a collage of items found in various food markets. Include shapes, sizes and colors. Display collages around the classroom while students do a gallery walk.</p>	<p><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></p> <p><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><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>Tapas, or small plates, are very popular in Spain and the Spanish-speaking world.</p> <p>Flan is a popular desert found on most Spanish menus.</p> <p>Goods sold in food and craft markets reflect local agriculture, eating habits, 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><u>Role play</u></b></p> <p>You have been asked at the last minute to replace the presenter of a television cooking show. In groups of two, present a theme menu (for Christmas, for a birthday, etc.) Suggest at least 5 foods to be included on your menu.</p>		
<p><b>SLO # 2</b></p> <p>Skim and scan culturally authentic texts to identify cultural products and practices related to French food and gastronomy.</p> <p><b>7.1.NM.A3</b></p> <p>Recognize a few common gestures and cultural practices associated with the target culture(s).</p>	<ul style="list-style-type: none"> <li>• How does food impact the economy, family, and social interactions in Spain?</li> <li>• How do uniquely Spanish dishes reflect their culture?</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>Commercial Cloze</u></b></p> <p>Watch a series of Spanish commercials and fill in the cloze activity with the missing words.</p>	<p><b>¡Avancemos! 1</b></p> <p>Textbook: pp 218, 220, 222</p> <p>DVD 1</p> <p>CD 4: Tracks 12, 13</p> <p><b>Spanish-At the Restaurant</b></p> <p><a href="http://www.studyspanish.com/travel/restaurant.htm">http://www.studyspanish.com/travel/restaurant.htm</a></p>	<p>Comidas al aire libre:</p> <p>Puerto Ricans enjoy informal gatherings at a <i>beack</i> 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><b>SLO # 3</b>            Demonstrate comprehension of oral and written instructions, commands, and requests associated with food.</p> <p><b>7.1.NM.A.2</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>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>	<ul style="list-style-type: none"> <li>• What is healthy eating? How does the obesity rate in Spain compare with the US?</li> <li>• What is “food stairs”? How is it similar and different with the US?</li> <li>• How are quantities measured in European countries?</li> </ul>	<p><b><u>Healthy Eating Diagram</u></b>            Using a Venn diagram, compare the food stairs to the food pyramid or food plate.</p> <p><b><u>TPR</u></b>            Develop/practice gestures to learn the vocabulary of cooking such as measure, add, knead, stir, beat, blend, cup, teaspoon, and tablespoon.</p> <p><b><u>Recipe Activity</u></b>            Develop a recipe of your favorite food, including the measurements and quantities needed for the ingredients in the target language. Present the recipe to the class by performing the various operations while the class models the associated TPR gesture.</p> <p><b><u>Circumlocution.</u></b>            Students work together in pairs. Provide Partner A with a list of 5 vocabulary words and Partner B with a different list. Partners may not share their lists with</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>  <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>            Lectura: <i>A comprar y a comer</i>            Textbook: pp 156-157            CD 3: Track 10</p>	<p><i>Libra</i> is the unit of measurement used in Spain.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		<p>each other. Partner A starts by giving some clues in the target language so that Partner B will guess his first word. He/she continues with different ways to convey the message until Partner B guesses and the word and then the roles are reversed. Students should be equipped with target language paraphrases for this activity.</p>		
<p><b>SLO # 4</b>            Ask and respond to questions to order a meal from a culturally authentic menu.</p> <p><b>7.1.NM.B.4</b>            Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<ul style="list-style-type: none"> <li>• How is culture expressed through food?</li> <li>• How does street food reflect multiculturalism in a society?</li> </ul>	<p><b><u>Math Activity</u></b>            You are in a Spanish café and you want to pay the bill. 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 Webquest:</u></b>            Students will complete a Webquest that will take them to several well-known Spanish restaurants. Students will review the menus, ambience, and other key aspects of Spanish culture. They will share their findings via</p>	<p><b>Currency Converter</b>  <a href="http://www.xe.com/currencyconverter/">http://www.xe.com/currencyconverter/</a></p> <p><b>17 Classic Spanish Dishes You Need In Your Life</b>  <a href="http://www.buzzfeed.com/kirstenking/traditional-spanish-dishes-you-need-in-your-life#.efVawkx2o">http://www.buzzfeed.com/kirstenking/traditional-spanish-dishes-you-need-in-your-life#.efVawkx2o</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
		Google docs.	<b>¡Avancemos! 1</b> Telehistoria completa Textbook: pp. 231	
<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>7.1.NM.C.4</b>                      Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>7.1.NM.C.5</b>                      Name and label tangible cultural products and imitate cultural practices from the target</p>	<ul style="list-style-type: none"> <li>How does the cost of food/beverages in Spain compare with the cost in the United States?</li> </ul>	<p><b><u>Post Card</u></b>                      Write a post card to a friend about a fabulous meal you just enjoyed in a local restaurant. Include 4 to 5 items and their cost in euros.</p> <p><b><u>Authentic Print Material</u></b>                      Scan both ads. What meal is being described in both? What do Americans and Spanish both eat? Which menu do you prefer and why?</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 and which is more or less readily</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! Level I</b>                      Textbook: p. 27b</p>	<p><i>Recao</i> and <i>Sofrito</i> are seasonings used to prepare popular meals in Puerto Rico.</p> <p>Typical authentic foods vary from region to region.</p>

<b>NJDOE Student Learning Objective</b>	<b>Essential Questions</b>	<b>Sample Activities</b>	<b>Resources</b>	<b>Cultural Practices, Products, and Perspectives</b>
culture(s).		available.	Textbook: p. 81b Textbook: p.297b Textbook: p. 234b Textbook: p.351b Recipes	

<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 (de vainilla/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>Por el desayuno</b>	<b>Poner la mesa</b>	<b>Los adjetivos</b>	<b>Los ingredientes</b>
El pan La mermelada La mantequilla	El tapete La servilleta La copa	Grande Pequeño/pequeña Viejo/vieja	El azúcar La sal La pimienta

<b>Unit 4 Vocabulary</b>			
<b>Unidad 4: Vocabulario : Food, Glorious Food</b>			
Los cereales El huevo	La taza El plato La cuchara El tenedor El cuchillo	Delicioso/deliciosa	La mayonesa La mostaza El cátsup
Las medidas	Los verbos	La comida	Los colores
Un kilo Una libra Una docena Un litro Una caja Una cucharada Una cucharadita Una taza Una pizza	Ser Estar Gustar Preparar Ayudar Cocinar Cenar Comer Poder Medir Amasar Revolver Batir Mezclar	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 4 Grammar

This Unit will focus on the following grammatical concepts:

- Commands
- Location and agreement of adjectives
- Idioms with the verb Tener

### Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. As part of your community service project, you develop a Spanish-language public service announcement (PSA) about ways to stay healthy, using the “<i>Encesta por la salud</i>” video as a guide. Remember to tell your audience the things they <u>should</u> and <u>should not</u> do to stay healthy. You can either record your message or write it. You must include information about the following three topics:</p> <p>Nutrition                      Exercise/Being active                      Hygiene</p> <p>Rubric Required</p>	<p>2. Students read several authentic menus and identify which dishes would be appropriate for different people based on likes/dislikes and special dietary needs. (Vegetarian, vegan, no pork, dairy free, low carb); Name and develop a new restaurant that features healthy eating by including one or more of these categories. Write a newspaper article (1 paragraph) with a catchy heading to roll your restaurant out to the public.</p> <p>Rubric Required</p>