

World Languages Curriculum

Spanish III 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:

- 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 Language units of study for Spanish III are as follows:

Unit 1: La salud, el aseo y rutinas diarias

Unit 2: Comida y nutrición

Unit 3: La familia

Unit 4: El futuro

Unit 5: España y sus regiones

Unit 6: Artes: el cine, el teatro y la televisión

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.

Pacing Chart – Unit 2			
#	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	

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

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

Enrichment

Accommodate Based on Students' Individual Needs: Strategies

- Adaption of Material and Requirements
- Open-ended Activities
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects Completed Individually or with Partners
- Individual Response Boards
- Tiered/Multi Level Activities
- Learning Centers
- 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 Assessments**
- Accountable Talk, Debate, Oral Report, Roleplaying, Think/Pair/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 Comic Strips

Enduring Understandings:

- Healthy eating habits are universal across cultures.
- Purchasing foods in specialty store is common practice in Spain
- Foods may be culturally specific based on the kinds of agriculture and animal products that are produced in a given country.
- Spain is well known for eating tapas, or small bites.

Grade: 9-12	Unit: Two	Topic: Comida y nutrición
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		
ACTFL Modes of Communication: <ul style="list-style-type: none"> ➤ Interpersonal ➤ Interpretive ➤ Presentational 		

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
SLO # 1 Identify, ask for and describe food and beverage items, including table setting, meals and mealtime in the Spanish culture.	<ul style="list-style-type: none"> • How does Spanish cuisine reflect culture? • How has traditional Spanish foods/Latin 	<u>Journal</u> 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.	Guía de la alimentación saludable http://aesan.msssi.gob.es/AESAN/docs/docs/publicaciones_estudios/nutricion/guia_alimentacion.pdf	Authentic Spanish cuisine is served in Spain. Each of the 13 regions has regional specialties. Each Spanish-speaking country has its own cuisine.

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p>	<p>American foods impacted American cuisine?</p> <ul style="list-style-type: none"> • How do table manners differ across cultures? 	<p><u>Healthy Eating</u> Create a health conscious menu for one week. Include foods from all groups and liquids. Specify if items are grilled, broiled, etc.</p> <p><u>Compare/Contrast</u> 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><u>Personal Pyramid</u> 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><u>Graphic Organizer Game</u> In a whole class setting, one</p>	<p>Table Setting http://www.emilypost.com/table-manners-sub-menu</p> <p>Food plate http://www.choosemyplate.gov/</p> <p>Dietary Guides http://www.fao.org/nutrition/education/food-based-dietary-guidelines/regions/countries/spain/en/</p> <p>Costumbres y Alimentación en España http://www.donquijote.org/cultura/espana/sociedad/gastronomia/costumbres-en-la-mesa</p>	<p>La cocina Mediterránea</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		student thinks of a food while the rest of the group take turns guessing characteristics. If the guess pertains, the leader writes it inside of a circle drawn on the front board. If it does not, he writes it outside. Guessing continues until someone correctly identifies the food.		
<p>SLO # 2</p> <p>Identify, define and describe stores where food is purchased including specialty food stores.</p> <p>7.1.NH.A.1 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</p>	<ul style="list-style-type: none"> • How are shopping habits influenced by culture? • Where do Americans and Spaniards buy their food? Vegetables/ Fruits? Meat? Breads? 	<p><u>Video</u> Watch "<i>Emprendedor tienda de alimentación</i>" video and discuss with a partner the scene. Provide guiding questions to facilitate students' conversations. Report back to the whole group.</p> <p><u>Flashcards:</u> Students may practice specialty store flashcards independently using Quizlet or Language Guide.</p> <p><u>Survey</u> Students take a survey on where</p>	<p>Tiendas Gourmet http://www.guiarepsol.com/es/gastronomia/cultura-gastronomica/tiendas-gourmet-en-</p> <p>Emprededor Tienda de Alimentación - video madrid https://www.youtube.com/watch?v=KhjUoXYU5E0</p> <p>Quizlet Specialty Stores https://quizlet.com/4288491/spanish-4-specialty-stores-flash-cards/</p>	<p>Specialty Stores</p> <p>Weighing and pricing of fruits and vegetables in supermarkets</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>sources related to targeted themes.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>		<p>various items are purchased: supermarket, vegetable market, meat market, etc. Contribute to class composite and display findings as a graph.</p> <p><u>Poster</u> Create poster or Glogster of your favorite food store and/or supermarket. Be sure to label the items for sale and post approximate prices.</p> <p><u>Matching:</u> In groups of two, students spill out from the envelope a series of slips with things to purchase and specialty stores. Group accordingly.</p>	<p>Specialty Stores http://spanish.about.com/od/spanishvocabulary/a/stores.htm</p> <p>Spanish Sabores http://spanishsabores.com/2012/03/07/where-are-the-food-trucks-in-spain/</p>	

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>SLO # 3</p> <p>Demonstrate comprehension and follow directions on making authentic Spanish foods, including measurements, product knowledge and label reading.</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.B.5</p>	<ul style="list-style-type: none"> Who are the most famous chefs in the United States? How do they compare in style, outlook and presentation to the most famous chefs in Spain or Latin America? 	<p><u>Reading a Recipe</u> 1. In pairs, students read the recipe from the textbook. Define new vocabulary words, identify the ingredients, and compare it to American cuisine.</p> <p><u>Performing a Recipe</u></p> <p><u>Lectura Literaria</u> 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><u>Las Matemáticas</u> Use the conversion table to work out the equivalents of metric and American measures.</p> <p><u>Scavenger Hunt!</u> The teacher will provide a list of 10 specialty foods from Spain. Use the Spanish Table</p>	<p>¡Avancemos! 3 Textbook: Lectura Literaria p. 108-111 CD 3: Track 11</p> <p>¡Avancemos! 3 Textbook: 267 B Recipe: Ceviche de atún</p> <p>Receta de Paella de mariscos http://www.pequerecetas.com/receta/paella-de-marisco-receta-paso-a-paso/</p> <p>Metric Conversion http://www.metric-conversions.org/weight-conversion-table.htm</p> <p>¡Avancemos! 3 Textbook: Lectura Literaria p.74-77 CD 2: Track 10</p>	<p>Measurements in various countries differ from that of the United States</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>Converse on a variety of familiar topics and/or topics studied in other content areas.</p>		<p>website to find and describe them.</p> <p>¡Cuidado! ¡Tiene Nueces! Using the Spanish recipes on the food network, revise two of them to serve to people with food allergies and sensitivities such as salt, dairy, nuts and meat products). Use the conditional tense to make your substitutions.</p>	<p>The Spanish Table http://www.spanishtable.com/</p> <p>http://www.foodnetwork.com/topics/spanish.html</p> <p>¡Avancemos! 2 Textbook: Lectura Cultural Textbook: p.294-295</p>	
<p>SLO # 4</p> <p>Request, order and ask for the check in a café or a restaurant setting in the target culture using Euros.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p>	<ul style="list-style-type: none"> • What do Spanish teens order in a café? How does that compare to American teens? 	<p><u>Role Play</u> 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><u>Reading Comprehension</u> In pairs, have students read telehistoria escena 1 on p. 257 from <i>Avancemos 2</i> Textbook. With a partner, discuss the</p>	<p>Monetary Conversion http://www.xe.com/currencyconverter/convert/?From=EUR&To=USD</p> <p>¡Avancemos! 2 Textbook: Unidad 5 España - Lección 1- Tema: ¡Qué Rico! pp.252-275</p> <p>¡Avancemos! 2 Textbook: p. 257</p>	<p>Gratuity calculations</p> <p>Cultural expressions that have alternate meanings</p> <p>Bares y tapas</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>		<p>scene and decide on true/false statements provided by teacher. Watch the video or listen to the recording.</p> <p><u>Cultural Awareness</u> Students read Comparación Cultural from the <i>Avancemos 2</i> 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><u>Menu</u> Create and design an authentic dinner menu, including food and beverage items and prices in Euros.</p> <p><u>Plan a Date</u> You'd like to take someone special on a date. Plan the evening by selecting your favorite restaurant and calculate</p>	<p>Telehistoria escena 1 DVD 2 CD 6: Track 3</p> <p>¡Avancemos! 2 Texbook: p. 262 Telehistoria escena 2 DVD 2 CD 6: Track 6</p> <p>Online Shopping: La Tienda https://www.tienda.com/</p> <p>¡Avancemos! 2 Texbook: p. 260 Comparación Cultural</p> <p>Texbook: p. 266 Comparación Cultural</p>	

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		<p>in Euros the amount of money you would need based on the menu and prices.</p>		

Unit 2 Vocabulary

Unidad 2: Vocabulario: Comida y Nutrición

<u>Vocabulario</u>	<u>La comida</u>	<u>Las frutas y las verduras</u>	<u>Las bebidas</u>
<u>Los alimentos</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		Una melocotón	El jugo de tomate
Un ensalada	<u>Los verbos</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>Las expresiones de cantidad</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
El queso	Servir	Los guisantes	Un bote
El jamón	Beber	Los judías verdes	Un trozo
	Seguir	Las espinacas	Un paquete

Unit 2 Vocabulary

Unidad 2: Vocabulario: Comida y Nutrición

<p>La salchicha Los huevos</p> <p><u>Tiendas especialidades</u></p> <p>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><u>Revisión</u></p> <p>El dinero Las expresiones para ordenar y recibir la cuenta Los mandatos formales e informales</p>	<p>Elegir Mezclar Revolver Añadir Batir</p>	<p><u>Los condimentos</u></p> <p>El azúcar La sal La pimienta La mostaza Le ketchup La mayonesa El jarabe La miel La crema</p>	<p>Un saco Bastante Mucho demasiado Poco Algún/ alguna Cuántos</p> <p><u>Para almorzar y cenar</u></p> <p>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 Los espagueti Las papas fritas</p>
---	---	---	--

Unit 2 Grammar

This Unit will focus on the following grammatical concepts:

Verb tenses:

- Conditional tense
- Present perfect tense

Unit Project (Choose 1)

1. Students document their cooking ability of an authentic Spanish dish through video. Directions, measurements, and ingredients should be modeled and provided in the target language. A step-by-step explanation of the preparation process is required.

Rubric Required

2. Create an advertisement for a new food cart that will be posted on a website. Be sure to show how your restaurant's food choices reflect the target culture while offering healthy food choices.

http://elpais.com/elpais/2015/07/08/inenglish/1436372233_751426.html

Rubric Required