

Commercial Township School District  
Content Area: World Languages  
Grade:6-8  
Unit 4: Food, Glorious Food

**Unit Summary**

Students use the target language in the three modes of communication to explore cultural products and practices related to foods in the home and target cultures. The Five C's will be applied when addressing comparisons, connections, communities and culture. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

**Standard 7:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Strands:** A: Interpretive Mode, B: Interpersonal Mode, and C: Presentational Mode

Linguistic Content Statements

Interpretive: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- o Respond to learned questions.
- o Ask memorized questions.
- o State needs and preferences.
- o Describe people, places, and things.

Presentational: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- o Make lists.
- o State needs and preferences.
- o Describe people, places, and things.

Cultural Content Statement(s):

Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)

Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

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**Five C's:** Communication, cultures, connections, comparisons, and communities are used as the foundation to the curriculum.

**Student Learning Objectives**

- Use appropriate greetings and leave taking from the target culture in a variety of scenarios. 7.1.NM.B3
- Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language). 7.1.NM.B3
- Skim and scan culturally authentic audio, video, or written text from electronic information sources and other sources to identify pastime activities and preferences related to these activities
- Ask and respond to memorized questions about preferences related to pastime activities using digital tools and face-to-face communication.
- List culturally specific and personal pastime activities.

**Unit Pacing**

This unit pacing is for one marking period where grades 6-8 students meet once a week for 45 minutes.

**Concepts/Skills**

**Formative Assessment**

Concepts

- Names of common vegetables, fruits, grains, proteins, and dairy items

*Students who understand the concepts are able to:*

- Colors
- Names of common 'empty calorie' foods
- Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade)
- Adjectives to describe size and shape of food
- Memorized questions related to describing food

**Unit Learning Targets/Skills**

***Students will be able to ...***

Interpretive Mode

...interpret age- and level-appropriate authentic written and/or video/audio texts such as menus, supermarket advertisements, recipes, food blogs, and short video clips that focus on foods in the target culture.

Interpersonal Mode

...engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions and express preferences related to food preferences, products and practices.

Presentational Mode

...use lists, chunks of language, and memorized phrases to compare food preferences, products and practices in the home and target cultures.

- understand some basic information as found in short audio/video clips when someone describes what they like to eat and what is commonly eaten in their culture.
- understand some basic information as found in short audio/video clips when someone talks about a few practices associated with meal time, ordering a meal, and purchasing food.

**Unit Resources**

- Power point
- Flashcards
- Videos
- Songs
- Games
- Websites
- Crafts

**District/School Summative Assessments**

- Ask questions related to food preferences, products, and practices.
- Answer questions related to food preferences, products, and practices.
- Present information related to food preferences, products, and practices in the target culture based on

<ul style="list-style-type: none"> <li>➤ Puppets</li> <li>➤ Model conversations (Real Spanish®)</li> </ul>	<p>information found in age- and level-appropriate, culturally authentic materials.</p> <ul style="list-style-type: none"> <li>• Create a traditional food recipe eaten by those of the target language contributing to a food recipe book.</li> <li>• understand some basic information found in short written texts about what people like to eat and what is commonly eaten in their culture.</li> <li>• understand some basic information found in short written texts about practices associated with meal time, ordering a meal, and purchasing food.</li> </ul>
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<b>Interdisciplinary Connections</b>
<p>Students will compare cultures, learn about these communities, and make connections when learning about foods. (Language Arts, Character Development, Health)</p>

<b>Future Learning</b>
<p>This unit will support future learning by providing students the opportunity to feel comfortable when learning a second language, helping them start good learning habits, and accepting diversity. It will also allow them to make connections they will take with them in their lives.</p>
<b>Prior Learning</b>
<p>Students should know how to say colors, numbers, greetings, and basic foods.</p>

<b>Modifications</b>
<ul style="list-style-type: none"> <li>– Teach the language using multiple input/output strategies — visual, auditory, tactile, and kinesthetic</li> <li>– Use visual aids when appropriate. Examples are picture clues for words, hand and mouth movements to illustrate a sound, or color coded endings to illustrate gender and subject/verb agreement.</li> <li>– Provide guided pair work activities to practice and reinforce a concept, pairing a strong student with a weaker student.</li> <li>– Organize language concepts from simple to complex.</li> </ul>

- Help the student think about the language concept to be learned and to explain the concept in his/her own words. This process helps the student understand why certain rules or procedures occur in the language of study. Knowing why assists the student in learning to develop self-confidence in identifying and correcting his/her own errors.

### **21st Century Themes and Skills**

Communication and collaboration

Global Awareness

Social and Cross-Cultural Skills