

Overview: In this unit, students will learn language for talking about different foods and beverages. They will indicate what they like and don't like for breakfast and lunch.

Essential Questions:

- How are meals and mealtimes linked to different cultures?

Enduring Understandings:

- Meals and mealtimes vary in different countries.
- People have different food preferences.
- Language has rules, patterns, and structure.
- Language and culture are intertwined.

CURRICULUM STANDARDS / STUDENT OUTCOMES

Communication

1.1 Interpersonal - Students will:

- Talk about preferences concerning foods and beverages.
- Talk about eating habits during different meals.
- Talk about their favorite activities.

1.2 Interpretive Reading and Listening - Students will:

- Read and listen to information on food items, breakfast, lunch, and eating habits during different meals.
- Read recipes for meals and beverages.
- Read a restaurant menu.
- Read a picture-based story.
- Read about fruits and vegetables in Spanish-speaking countries.
- Listen to and watch a video about breakfast foods.
- Read and respond to a magazine food quiz.

1.3 Presentational Speaking - Students will:

- Present information about foods and beverages.
- Present information about eating habits during meals.
- Present information about the origin of food items.
- Present a restaurant menu.
- Present preferences for food and drink.

Culture

2.1 Practices and Perspectives - Students will:

- Interpret the value of fresh fruit from a historical, socioeconomic perspective.
- Explain breakfast habits in Spanish-speaking countries.
- Talk about the ingredients of *enchiladas*.

2.2 Products and Perspectives - Students will:

- Discuss Bartolomé Murillo and his painting.
- Discuss *churros y chocolate*.

- Interpret that many Latin American meals result from the Columbian Exchange of produce items.
- Interpret the connection between produce exports and economics in Latin American countries.

Connections

3.1 Cross-curricular - Students will:

- Discuss important artists and their work.
- Discuss the ingredients of *enchiladas*.
- Discuss the nutritional values of tropical fruits.
- Discuss geological features of South America, such as Machu Picchu and the Galápagos Islands.
- Make *churros y chocolate*.

Comparisons

4.1 Language - Students will:

- Talk about new vocabulary through the recognition of cognates.
- Talk about the usage of *me gustan* and *me encantan*.
- Explain that nouns can modify other nouns.
- Explain the present tense of *-er* and *-ir* verbs.
- Compare the Spanish and English pronunciation of the letters **h** and **j**.

4.2 Culture - Students will:

- Explain the Columbian Exchange of produce items.
- Compare typical breakfast habits.
- Compare *churros y chocolate* to popular food and drink combinations in the United States.
- Compare the creation of environmentally protected areas.

Communities

5.1 Beyond the School - Students will:

- Discuss the local availability of foods from Spanish-speaking countries.

5.2 Lifelong Learner - Students will:

- Realize the value of being able to read a restaurant menu.