

# Food and Meal Planning

(Sample Unit)\*

**Proficiency:** Intermediate Low

**Language:** Spanish

**Theme:** Global Issues

*This sample gives the framework for a thematic unit that integrates all the components of the Model Curriculum. Teachers can modify this unit for their language and proficiency level and can include specific lessons and content that align with their local course or curriculum.\**

## TABLE OF CONTENTS

- A. **Standards:** *Competencies; Process and Content Statements*
- B. **Content Elaborations:** *Theme; Topic; Essential Questions; Communicative Context*
- C. **Summative Assessment:** *End-of-Unit Integrated Performance Assessment (IPA)*
- D. **Expectations for Learning:**  
*NCSSFL-ACTFL Can-Do Statements; NCSSFL Interculturality Can-Do Statements*
- E. **Content and Authentic Resources:**  
*Language Functions, Vocabulary and Structures. Audio, Video and Print Resources*
- F. **Instructional Strategies and Formative Assessments:**  
*Interpretive; Interpersonal; Presentational; Diverse Learners; Other Strategies and Assessments*
- G. **Connections:** *College and Career Readiness; 21st-Century Skills; Technology; Other Connections*

Ohio Department of Education, June 2014

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A.

STANDARDS: [K-12](#) [6-12](#) [9-12](#)

1. Communication
2. Cultures

### Competency, Process and Content Statements

#### Interpretive:

1. **Derive meaning from messages and texts, using listening, reading and viewing strategies.**
  - a. Focus on the overall meaning of the message or text to avoid stumbling on unknown words and expressions.
  - b. Understand new words, phrases, sentences or the main idea with the help of visuals and graphics that accompany texts.
  - e. Use knowledge of the situation, the purpose of communication or context clues to understand messages.
  - f. Interpret gestures, intonation and tone to comprehend verbal and nonverbal messages.
3. **Comprehend and interpret information in authentic messages and informational texts.**
  - b. Answer questions about authentic messages and informational texts.
  - e. Draw conclusions and make inferences based on the ideas and details derived from authentic messages and informational texts.
  - g. Share information from authentic sources to solve problems, complete tasks or reinforce concepts across the curriculum.

#### Interpersonal:

1. **Negotiate meaning using requests, clarifications and conversation strategies.**
  - c. Paraphrase, elaborate or use circumlocution to clarify meaning and ambiguities.
  - d. Observe or use nonverbal clues to help clarify meaning.
2. **Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics.**
  - d. Share descriptions of people, places, things and events.
  - e. Initiate, participate in and conclude conversations, interviews and debates on a limited range of personal, general knowledge, academic, interdisciplinary and job-related topics and issues.

Intermediate Low — Food and Meal Planning

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- g. Provide information or services using knowledge of the target language and culture.
- h. Collaborate to accomplish tasks or to propose solutions to problems affecting local and global communities.

**3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics.**

- c. Exchange, compare and support preferences and opinions about personal, academic, professional and contemporary or historical topics.

**Presentational:**

**1. Convey meaning using writing processes and presentation strategies.**

- a. Plan a range of texts and presentations by brainstorming ideas and choosing vocabulary, phrases and sentence patterns.
- b. Organize thoughts and choose resources.
- c. Produce initial drafts/presentations while keeping audience, context and purpose in mind.
- e. Produce final drafts/presentations with aesthetic appeal using tools that help convey meaning.
- g. Use appropriate techniques to cite sources and avoid plagiarism.

**2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines.**

- c. Describe people, places or things in some detail to educate or entertain others.
- d. Explain a process or concept.
- l. Synthesize basic and somewhat detailed interdisciplinary information and content to create and present reports, presentations and/or projects.

**Cultures:**

**1. Analyze and describe relationships about products, practices and perspectives and compare them across cultures.**

- a. Recognize, identify, imitate, describe, investigate and demonstrate patterns of behavior.
- b. Identify, examine and demonstrate how people meet their basic needs in different ways.
- c. Identify, examine and compare products, practices and perspectives of the U.S. and target cultures.
- g. Identify and compare variations in products, practices and perspectives among and within target language communities.

**2. Experience the target language and cultures and share information and personal reactions with others.**

d. Use authentic digital and print media.

[Back to Top](#)

**B.**

### CONTENT ELABORATIONS

**Unit Theme:** Global Issues

**Unit Topic(s):** Food and Meal Planning

**Essential Question(s):** How do I relate to my country and to the world?

**Communicative Context:** Creating a balanced food menu for a target country and explaining how to prepare the dishes in that menu

[Back to Top](#)

C.

## UNIT SUMMATIVE ASSESSMENT

### Integrated Performance Assessment (IPA)

**IPA Theme:** Comparing Nutritional Guidelines Across Cultures

#### Authentic Resources:

[http://www.alimentatesano.cl/af\\_piramide.php](http://www.alimentatesano.cl/af_piramide.php)

Food pyramid from Chile

<http://www.eufic.org/article/es/expid/directrices-dieteticas-basadas-alimentos-Europa/>

Food pyramids from various European countries

<http://www.choosemyplate.gov/en-espanol.html>

“My Plate” website in Spanish

**Interpretive Task(s):** *(Evaluate with an Interpretive performance or proficiency [rubric.](#))*

- Group students and assign a different target country to each group. Distribute nutritional guides (i.e., a food pyramid) to match the assigned target countries. Each group will show comprehension by filling out a Venn diagram that compares and contrasts the target country’s nutritional guide with the U.S. guide, “My Plate.”
- Distribute authentic recipes to each group, according to the target country. Have students read and analyze the recipes and decide which recipes will be grouped into a menu that reflects the target country’s nutritional guidelines.

**Presentational Tasks:** *(Evaluate with a Presentational performance or proficiency [rubric.](#))*

Each group will prepare a presentation using one of the technology tools. Teacher will have the group divide the individual tasks. Students will:

- Show the target country's nutritional guide and compare/contrast it with the U.S. "My Plate" guide.
- Group at least three recipes from the target country into a balanced meal and demonstrate how to prepare each recipe:
  - Give instructions about preparation of each dish.
  - Express impersonal judgments about the nutritional value of individual ingredients or the overall dish. (e.g., It's good that it has calcium because calcium builds strong bones.)
  - Explain how the meal's components (the recipes) fit into the target country's nutritional guide.

**Interpersonal Task:** *(Evaluate each student with an Interpersonal performance or proficiency [rubric.](#))*

- Once all groups have presented, have students discuss the presentations in pairs, using their notes. They will discuss and make a choice:
  - Which country's guidelines are easiest to understand?
  - Which proposed menu would they choose to eat and why?

**Presentational Task (Optional):** *(Evaluate with a Presentational performance or proficiency [rubric.](#))*

- Group students with others who made the same choice. Each group will create a presentation using Prezi, PowerPoint or WeVideo to explain why they made that choice.

[Back to Top](#)

D.

**EXPECTATIONS FOR LEARNING**

For teachers: [Standards Alignment Tool](#)

For students: [Can-Do Statements](#)

**Learning Targets for This Unit:**

**Interpretive:**

**I can understand the main idea of short simple texts when the topic is familiar.**

- I can understand the main idea and some details of an authentic text about food and/or meal planning.

**I can understand the main idea in short, simple messages and presentations on familiar topics.**

- I can understand the main idea and some details of a short lecture about food and/or meal planning.
- I can understand the main idea and several details about food and/or meal planning presented via media.

**Interpersonal:**

**I can participate in conversations on a number of familiar topics using simple sentences.**

**I can handle short social interactions in everyday situations by asking and answering simple questions.**

- I can ask for information, details, and explanations during a conversation about food and/or meal planning.
- I can exchange views and opinions about food and/or meal planning.

**Presentational:**

**I can present information on most familiar topics using a series of simple sentences.**

- I can explain a series of steps needed to prepare an authentic meal.

Intermediate Low — Food and Meal Planning

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**I can write briefly about most familiar topics and present information using a series of simple sentences.**

- I can write a description or explanation of a balanced food menu.

**Intercultural:**

**I can compare and contrast some common products of other cultures and my own.**

- I can compare and contrast food products of the target culture and my own.

**I can compare and contrast some behaviors or practices of other cultures and my own.**

- I can compare and contrast eating habits.

**I can make some generalizations about a culture.**

- I can make some generalizations about the balanced diet of the target culture and my own.

**I can handle short interactions with peers and colleagues in familiar situations at school, work, or play.**

[Back to Top](#)

E.

<b>UNIT CONTENT</b> <b>AUTHENTIC RESOURCES</b>
<b>Content</b>
<p><b>Language Functions:</b> Giving instructions (commands), expressing impersonal judgments about nutritional value of individual ingredients or overall dishes (It's good that flan uses eggs because eggs are a good source of protein.)</p> <p><b>Structures:</b> Imperative, subjunctive, comparison words</p> <p><b>Vocabulary:</b> Food, food preparation and nutrition</p>
<p><b><u>Authentic/Other Resources</u></b> (Audio, video or text, related to this unit)</p> <p><a href="http://www.rtve.es/television/la-manana-de-la-1/saber-cocinar/">http://www.rtve.es/television/la-manana-de-la-1/saber-cocinar/</a> Spanish cooking show</p> <p><a href="http://www.alimentatesano.cl/af_piramide.php">http://www.alimentatesano.cl/af_piramide.php</a> Food pyramid from Chile</p> <p><a href="http://www.eufic.org/article/es/expid/directrices-dieteticas-basadas-alimentos-Europa/">http://www.eufic.org/article/es/expid/directrices-dieteticas-basadas-alimentos-Europa/</a> Food pyramids from various European countries</p> <p><a href="http://www.choosemyplate.gov/en-espanol.html">http://www.choosemyplate.gov/en-espanol.html</a> "My Plate" website in Spanish</p> <p><a href="http://lauraterrill.wikispaces.com/file/detail/Intermediate+Interpretive+Task.docx">http://lauraterrill.wikispaces.com/file/detail/Intermediate+Interpretive+Task.docx</a> Reading comprehension guide</p>

[Back to Top](#)

Intermediate Low — Food and Meal Planning

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F.

<b>INSTRUCTIONAL STRATEGIES</b>
<b>FORMATIVE ASSESSMENTS</b>
<b>Pre-Assessment of Prior Knowledge</b>
<p>Bell-Ringer Questions: What is your favorite dish? What are the ingredients? Do you eat a balanced diet? What factors do you consider when you decide what to eat at a meal? How do you think food in the target culture is similar to/different from the food you eat?</p>
<b><u><a href="#">Instructional Strategies and Formative Assessments</a></u></b>
<b>Formative Assessments:</b>
<ul style="list-style-type: none"><li>• Quizzes over vocabulary, grammatical forms, and/or similarities and differences between U.S. nutrition guidelines and target country nutrition guidelines</li></ul>
<b>Interpretive Tasks and Strategies:</b>
<ul style="list-style-type: none"><li>• Watch a video clip from a cooking show for native speakers and answer comprehension questions.</li><li>• Do reading comprehension activity based on target country's nutrition guide.</li><li>• Get the gist, skim and scan, and read for comprehension using authentic recipes and nutritional guidelines from target countries.</li><li>• Show a brief segment from an authentic cooking show from the target culture. Students pair up and identify features of the video that help convey meaning (e.g., clear visuals combined with simple instructions).</li><li>• Use pre-viewing, viewing and post-viewing activities to support students in interpreting the video clip. The template <a href="#">Interpretive Task Comprehension Guide</a> by Laura Terrill can easily be adapted to video.</li></ul>

**Interpersonal Tasks and Strategies:**

- Show U.S. “My Plate” guide. In a class discussion ask the following: What is included in a balanced diet? Which foods have a lot of calcium, protein, carbohydrates, etc? What foods or food groups should be limited in a balanced diet? Teacher monitors discussion and provides feedback.
- Group students and assign a different target country to each group. Distribute nutritional guides (i.e., a food pyramid) to match the assigned target countries. Each group compares and contrasts the target country’s nutritional guide to the U.S. “My Plate” guide. How are the guidelines represented graphically in the target country? What similarities and differences are there between the two? Teacher monitors group discussions and provides feedback.
- Return class focus to U.S. “My Plate” guide. Ask students what their breakfast/lunch/dinner was yesterday. Compare the meal to the U.S. “My Plate” guide.
- Practice It’s good that ... , It’s bad that ... , and It’s important that ... phrases, regarding ingredients or dishes the students mention.
- Think-pair-share: Have students tell a neighbor of a meal they ate in the past week. The neighbor expresses impersonal judgments about that meal in relation to the U.S. “My Plate” guide. Monitor and provide teacher feedback.
- Describe a dish and ask students to critique it using the U.S. “My Plate” guide and the impersonal judgments they practiced. Teacher then uses commands to describe how to prepare the dish.
- Have student pairs choose a dish they know how to prepare and describe its preparation. Teacher monitors and provides feedback.

**Presentational Tasks and Strategies:**

- Rubrics given in advance, advanced organizers, instruction in use of technology

**Diverse Learners:**

- Additional direct instruction and/or concrete examples
- A variety of authentic texts (simpler to more advanced)
- Formulaic responses (It’s good that ... because ... ; It’s important that ... because ...)
- Multisensory presentation (visual, auditory, touch)
- Different grouping strategies (ability grouping, interest grouping)

[Back to Top](#)

G.

## CONNECTIONS

### 21st-Century Skills:

- Students as effective communicators use languages to engage in meaningful conversation, to understand and interpret spoken language and written text, and to present information, concepts and ideas. (Students prepare an electronic presentation in the target language to provide information about nutritional guidelines and food choices in a specific target language country.)
- Students as collaborators use their native and acquired languages to learn and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal. (Students collaborate to make a presentation to the class.)
- Students as informed global citizens access, manage, and effectively use culturally authentic sources in ethical and legal ways. (Students use various target language resources to gather information about target culture nutritional guidelines and food choices. They compare and contrast nutritional guidelines and food choices in the U.S. and the target culture.)
- Students as productive global citizens use appropriate technologies when interpreting messages, interacting with others, and producing written, oral and visual messages. (Students learn how to use Prezi, PowerPoint or WeVideo to create a multimedia presentation.)

[Back to Top](#)