

La Gastronomía (Spanish Level III)

Overview: In Spanish III, students have the opportunity to study/learn about food much more in depth. They have a basic knowledge of the names of various food items, but that is all. In this unit, they will compare/contrast foods from around the Spanish-speaking world and participate in a videoconference about food security in Peru.

Addressing Global Competencies: Investigating the World, Recognizing Perspectives, Communicating Ideas, Taking Action

Stage 1 Desired Results		
ESTABLISHED GOALS 1.1 Interpersonal Communication (conversing with waiter in Spanish, conversing with indigenous community in Peru) 1.2 Interpretive Communication (interpreting native speakers as they describe typical dishes of their country) 1.3 Presentational Communication (presenting in Spanish the regional dishes made for parent night to their classmates) 2.1 Culture: Practices & Perspectives (demonstrating appropriate cultural behavior when “dining out”) 2.2 Culture: Products & Perspectives (explaining how geography influences the foods of the region) (explaining how certain Spanish foods are different from our US perception of them, and why) 3.1 Connections: Cross-curricular (geographical influences) 4.1 Comparisons: Language (tortilla in Mexico & tortilla in Spain, soup in US and gazpacho soup in Spain, house salad in U.S. and house salad in Spain).	Transfer	
	<i>Students will be able to independently use their learning to...</i> <ol style="list-style-type: none"> Understand the products, practices, and perspectives of the Spanish-speaking world (2.1, 2.2) Communicate in Spanish, both interpersonally & in presentational mode, on the topics of foods of the Spanish speaking world and responsible consumerism (1.1, 1.2, 1.3) 	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> <ol style="list-style-type: none"> The foods of Spanish speaking countries vary. Some populations in Spanish-speaking countries face dire food security issues. The perception of what is soup, salad, and “tortilla” is different in Spain and the US. Cultural habits when eating out vary from country to country. The eating schedule and food shopping influences the daily lives of the people in Spain. Some families in the developing world face difficult choices resulting in the food on our tables. 	ESSENTIAL QUESTIONS <ol style="list-style-type: none"> How do food dishes compare and contrast in Central America, South America, the Caribbean and Spain? How does geography play a role in typical foods of a region? Are there specific regions or populations with food security issues, and why? How does shopping for food, and the eating schedule reflect or influence daily life in Spain? What are typical salads, soups, and the “tortilla” like in Spain? How are restaurant customs different in Spain and the US? How do some food and agricultural products arrive to our table?

Acquisition		
<p>4.2 Comparisons: Culture (knowing how food varies based on region, understanding how the Spanish eating schedule influences daily culture, understanding how food arrives to our tables, understanding food security among the indigenous communities of Peru)</p> <p>5.1 Communities: Beyond the School (Hosting an international dinner for parents, participating in our yearly videoconference with the Quechua people of Huilloc, Peru. Creating and sharing a responsible consumerism guide within the local and school community)</p>	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Common ingredients in dishes from around the Spanish-speaking world. 2. Some geographical features of the Spanish-speaking world that influence food. 3. The typical daily eating schedule and dining out customs in Spain. 4. The Spanish “mixed salad,” “gazpacho soup” and “tortilla española.” as these are the most common confusions for Americans. 5. Basic facts about child labor in the farming industry of Latin America. 6. How coffee is grown. 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Making typical dishes from the 3 regions mentioned of the Spanish-speaking world and discussing the ingredients. 2. Presenting to parents how the geography of their region influences the foods they made. 3. Creating and participating in an authentic restaurant scenario in class, as if in Spain. 4. Exemplifying appropriate cultural behavior during their restaurant scene assessment. 5. Creating a responsible consumerism guide for an authentic audience with both local and nonlocal resources.

Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence
<ol style="list-style-type: none"> 1. Interpretive Communication: Students are able to gather information from authentic sources and presentations from native speakers (print, audio, multimedia, etc) 2. Students will write to better understand the target culture, and explore other disciplines through the target language 3. Presentational Communication: Students present information (written or spoken) in the target language about themselves, other people, or the target culture to an authentic audience. 	<p>PERFORMANCE TASK(S):</p> <p>1a. Regional Dishes Compare/Contrast chart: Students will view an imovie presentation that features geographical scenes and regional dishes of all the areas discussed. Students will have to correctly categorize each dish and geographical feature, and list some main ingredients.</p> <p>1b. Reflective Writing: Students will write a before and after reflection on the topic of child labor in farming, demonstrating what they understood from their articles and the presentation of a fellow student who grew up on a coffee plantation in Guatemala.</p> <p>2. After creating basic questions and investigating the Quechua community of Peru through google earth and other internet sources, students will use their disciplinary knowledge to create deeper questions for the community of Huilloc in relation to their sources of food, food security, and climate effects on food security. Students will share those questions with the community of Huilloc through Skype.</p> <p>3a. Students create a culturally authentic menu in Spanish, that reflects the typical foods, eating schedule, and prices of a country of their choosing. They present this to students as they create a</p>

<p>4. Interpersonal Communication: Students are able to exchange ideas, share opinions, and ask questions of each other to gather information or <i>complete a task</i>.</p>	<p>“restaurant atmosphere” in each class with kids playing roles of customers & clients.</p> <p>3b. Common Core: Divided into groups, students present (via multimedia presentations) what they have learned about the Quechua people and food security in Peru to parents on our regional dinner night. They also create a responsible consumerism guide to share with the school and local community in response to our learning about child labor in the agricultural industry of Latin America.</p> <p>4a. Students engage in a videoconference with the Quechua people of Huilloc, Peru. They exchange dialogue in Spanish about sources of food in our respective communities, food scarcity in Peru, how climate is impacting food security for indigenous groups in Peru, etc.</p> <p>4b. Students engage in target language role-play as customers/clients of restaurants, through our videoconference, and in discussion with our guest speaker.</p>
<p>Global Competencies</p> <ol style="list-style-type: none"> 1. Investigating the World 2. Recognizing Perspectives 3. Communicating Ideas 4. Taking Action 	<p>OTHER EVIDENCE:</p> <ol style="list-style-type: none"> 1. This is achieved through their investigations in lesson #1 above, and in lesson #2 above 2. This is achieved through lesson plan 2 and 4a above 3. This is achieved through lesson plans 3b and 4a above 4. This is achieved through lesson plan 3b above. Also, at the parent international dinner night, students may charge a \$5 fee to enter, or decide to host a raffle or other fundraiser at the dinner, which we will donate to the Huilloc community in order to build galpones (guinea pig huts) for their community. A summer of 2015 service trip to Peru is planned to build 4 of these galpones.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

1. **Unit Introduction:** Students will watch the video introduction of the unit created by me during the TGC program, and as pictures of typical dishes from around the Spanish-speaking world are viewed, they will take some guesses and use a checklist to categorize the foods into regions they think the foods belong to. COLLINS WRITING MANDATE : Type 1 Writing- Students will write 5-6 lines reflecting on: What surprised you about the photos? What intrigued you? And what questions do you have about food around the Spanish-speaking world?
2. **Vocabulary:** Students will review recycled food vocabulary and be introduced to an extended list of foods via a powerpoint presentation which includes authentic realia (actual photos of foods/dishes).
3. **Investigating the World:** Using the target language videos about food on www.babbling.com, students will practice listening, reading, and their new vocabulary skills while gaining knowledge about foods in all of the regions. Students will read an article in Spanish about typical dishes of Cuba. Students will search for authentic menus from restaurants in Peru, Costa Rica, and Spain, compiling a list of typical dishes from these countries. They will complete a Compare/Contrast chart with the information they have gathered from this 2 day lesson.
4. **Communicating Ideas:** Students will share findings with each other from the above 2 day lesson in Spanish (ex: “En Cuba, se come.....). Each group will then present their ideas to the class in Spanish, adding on to previous groups’ findings, while we add to our compare/contrast charts.
5. **Investigating the World:** Students will view a collection of images and video clips of the Quechua people of Peru. They will write questions in the target language that they have about the community. They will make a hypothesis about the foods they might eat based on their observations. They will be given time to investigate their questions on their Ipads, and we will discuss as a class what they have learned, as they present out both in Spanish and English (depending on their capability and their findings).

- 6. Investigating the World/Communicating Ideas:** To prepare for a videoconference with the Quechua people, students will take their new knowledge from the previous day's investigations about the Quechua community and create deeper questions that are more meaningful and dig deeper into sources of food, farming, challenges, and climate impact.
- 7. Communicating Ideas:** Students will ask their questions via Skype in conversation with the people of Huilloc, Peru. They will also share their own food sources, local geography and its impact on our local agriculture, and local food security issues.
- 8. Investigating the World/Communicating Ideas:** Students will watch a short video created by BBC about slave labor in the cocoa bean industry. Naturally, students then want to know, "what other products does this apply to?" In groups, students will investigate child labor in the agriculture industry of Central America. We will learn about child labor in general and its impacts, child labor in the coffee industry and in the harvesting of bananas and pineapples. Students will share their new knowledge with each other.
- 9. Investigating the World/Communicating Ideas:** A fellow student new to our community will be a guest speaker to the Spanish III class. He will discuss child labor on coffee plantations, will present the process of growing coffee, and about his general life in Guatemala. He will guide students via Google Earth on finding his community in Guatemala and the far away location of the coffee plantation.
- 10. Take Action:** Students create a responsible consumerism guide that features local and nonlocal sources for responsible consumerism.
- 11. Cultural Norms:** Students will watch a video from the text *Asi se Dice*, of a typical restaurant scene in Spain, paying attention to different cultural norms. COLLINS WRITING MANDATE: Type 2 Writing (in English): Students must write about 4 cultural practices they noticed in the video that are different from restaurant practices in the United States.
- 12. Menu Creation:** Students must create an authentic Spanish menu, demonstrating the appropriate cultural products and practices.
- 13. Restaurant Scene:** Each group of students is responsible for bringing in a dish typical of Spain (from a given list). Students highlight the "only available" item on their menu (their food they brought in), and students taking turn playing clients/waiters, rotating groups and "ordering food," demonstrating proper communication and cultural competency.
- 14. International Dinner Night:** (DEPENDING ON GRANT FUNDING FROM COMMUNITY FOUNDATION) Students host an international dinner night, with groups bringing in typical dishes from all of the regions studied. Parents get to learn from the students about all of the dishes, and try a bit of everything. After, students show multi-media presentations to parents, explaining everything from global citizenship to how climate and geography impact food security, to what they've learned about child labor in Latin America.
- 15. Take Action:** Students decide on what they would like to do on the international dinner night to raise funds for the building of guinea pig huts for the community of Huilloc, Peru.