

An Integrated, Interdisciplinary Thematic Unit Exploring the Significance of Foods in Hispanic Cultures

i **NO**  
QUIERO  
TACO  
BELL!



RUN  
BEYOND  
THE  
BORDERS!  
Or... *There's  
more to eat  
than that!*

**TACO  
BELL®**

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## **OVERVIEW**

### **I. CONTENT:**

- Students will learn how to conduct themselves and order food in a Hispanic restaurant.
- Students will learn Spanish vocabulary and grammar in order to request food.
- Students will learn about the cultural significance of food in Hispanic cultures.

### **II. PROCESS:**

Students will learn through individual assignments, engaging as groups, role playing, whole class and small group cultural discussions, listening to and reenacting a story, multimedia presentations, vocabulary and grammar instruction and practice, and a real life cultural experience.

### **III. PRODUCT:**

- Students will be able to order, dine, pay, and tip appropriately in a Hispanic restaurant.
- Students will be able to intelligently discuss the cultural differences between the attitudes that surround food in Hispanic cultures as well as the attitudes that surround food in the United States.
- Students will increase their vocabulary and grammatical skills through speaking, reading, writing, and listening as well as expand their cultural knowledge.

### **Unit Overview: Alignment with National / State / District Pupil Performance Standards**

#### **Overarching Benchmarks / Standards / Goals for **COMPLETE** unit of study:**

#### **Benchmark 1: 2.1.N.E.b**

Standard A: Convert the local currency into US dollars.

#### **Benchmark 2: 2.1.A.H.a**

Standard A: Explain how cultural beliefs, values, and perspectives serve as the basis for the practices associated with civil, religious, and personal/family holidays or celebrations.

#### **Benchmark 3: 2.2.N.G.a**

Standard A: Identify indigenous food products and beverages.

#### **Benchmark 5: 2.2.N.F. (a, b, &c)**

Standard A: Identify what foods and beverages are routinely consumed at each meal in the target culture.

Standard B: Identify the types of places where foods and beverages may be purchased in the target culture.

Standard C: Identify the types of places where foods and beverages may be consumed outside the home in the target culture.

#### **Benchmark 6: 2.2.M.F. (a & b)**

Standard A: Describe what foods and beverages are popular in a specific country of the target culture.

Standard B: Describe where people eat and drink outside their home in the target culture.

#### **Benchmark 7: 2.2.A.F. (a & b)**

Standard A: Explain the significance of various foods and beverages to the population of a specific country of the target culture.

Standard B: Describe the cultural significance of eating out in the target culture.

#### **Benchmark 8: 3.2.N.a**

Standard A: Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one's own culture than in the target culture.

#### **Benchmark 9: 4.1.A.a**

Standard A: Describe the institutions, values, beliefs, and perspectives that serve as the foundation of the target culture practices and compare them to one's own.

#### **Benchmark 10: 5.2. (N, M, & A).a**

Standard A: Willingly use the target language within the classroom setting

Standard B: Seek out opportunities and use the target language with teachers, friends, or family outside of the classroom.

Standard C: Seek opportunities and use the target language in real life situations within the community.

**Benchmark 11: 1.1.M.SL.h**

Standard A: Ask for and obtain information in everyday situations with a complication that need to be resolved in the target language in person or on the telephone relating to restaurants, stores, transportation, and services.

**Benchmark 12: 1.2.M.L.c**

Standard A: Understand main idea and supporting detail, and summarize a visual media or live presentation.

**Benchmark 13: 1.3.N.S.a**

Standard A: Present songs, poems, or stories in the target language.

**Benchmark 14: 4.1.N.b**

Standard A: Identify basic target culture products and compare them to one's own.

**Benchmark 15: 4.2.N.b**

Standard A: Identify basic differences and similarities in grammatical structures between one's own language and the target language.

**Benchmark 16: 1.1.N.RW.i**

Standard A: Inquire in writing to obtain information in the target language about time, place, price and size relating to restaurants, stores, transportation, and services.

**Benchmark 17: 5.1.N.b**

Standard A: Provide services to others in the school district through activities in the target language such as skits and/or musical presentations or by reading to others in the target language.

**Benchmark 18: 1.1.N.SL.a**

Standard A: Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking, or introductions.

**Benchmark 19: 1.1.N.SL.d**

Standard A: Request, offer, invite, and reply appropriately using memorized phrases.

**Benchmark 20: 1.1.M.SL.f**

Standard A: Share a detailed description of places and things beyond their immediate environment or in the target culture.

**I-SEARCH INDEPENDENT RESEARCH PROJECTS  
FOR GIFTED AND TALENTED STUDENTS: PROJECT BASED LEARNING FOR MULTIPLE  
INTELLIGENCES**

1. **PARADOXES:**

A common misconception is that the foods eaten in various Spanish-Speaking countries are all the same. Research the traditional dishes of at least 10 different Spanish-speaking countries. Produce a PowerPoint presentation with pictures and descriptions of the dishes that you find.

2. **ATTRIBUTES:**

In a showcase area, create a simulation of a Hispanic celebration or of a typical family meal in a Hispanic household.

3. **ANALOGIES:**

Compare the foods in a Christmas celebration in Panamá with the foods that you eat as part of one of your family's celebrations.

4. **DISCREPANCIES:**

Interview a native speaker of Spanish asking him/her to compare their cultural manners with the manners that he/she has experienced in the U.S.

5. **PROVOCATIVE QUESTIONS:**

How has Spanish culture influenced the cultures of other Spanish-speaking countries? What other influences have shaped the Hispanic World? Create a bulletin board plotting how Spain influenced the cultures of pre-existing civilizations.

6. **EXAMPLES OF CHANGE:**

Explain the change in the Spanish-speaking world from Cortés to present day. Create a timeline of major historical events.

7. **EXAMPLES OF HABIT:**

Family meals used to be important in the U.S. Interview a person who is 2 generations older than you about why they think this value has diminished in our culture.

8. **ORGANIZED RANDOM SEARCH:**

Research the music, art and cuisine associated with Hispanic restaurants. Create a restaurant and a television commercial which advertises the ambiance of your restaurant.

9. **SKILLS OF SEARCH:**

Write a 2 diary entries. One from the point-of-view of a mother cooking a meal 20-30 years ago, and one from the point-of-view of a present day mother cooking a meal.

10. **TOLERANCE FOR AMBIGUITY:**

People often use stereotypical terms such as "Mexican food" to describe all Hispanic cuisine. Create a video in which people from different Hispanic cultures debate the term "Mexican food."

11. **INTUITIVE EXPRESSION:**

Food is absorbed through all the senses and sensory skills affect emotions in a direct way. Write a love letter to your favorite food describing the way it makes you feel.

12. **ADJUSTMENT TO DEVELOPMENT:**

Everyone has moments in which they regret behavior that was viewed to be inappropriate. Give a speech about an instance that you wish you could change and in what way you would change it.

13. **STUDY CREATIVE PEOPLE AND PROCESS:**

Study the artwork of Carmen Lomas Garza. Create a painting that depicts a scene from a typical American meal.

14. **EVALUATE SITUATIONS:**

What are the implications of stereotyping an aspect of someone's culture? Conduct a survey asking people if they have ever been stereotyped and how.

15. **CREATIVE READING SKILL:**

Read Like Water for Chocolate and create a lesson for an elementary level class that teaches what you have learned about emotions and how they are expressed through food.

16. **CREATIVE LISTENING SKILL:**

Music is often played to provide ambiance in a restaurant. Go to a Hispanic restaurant and write a journal entry about the music you heard and how that added to or took away from the overall ambiance of the dining experience.

17. **CREATIVE WRITING SKILL:**

Create a bumper sticker that is pro-Hispanic culture.

18. **VISUALIZATION SKILL:**

Summarize your ideas based on what you have learned about Hispanic food and cultures. Create a museum exhibit to demonstrate your ideas.

**ACADEMIC / CRITICAL THINKING SKILLS  
ANALYZING HUMAN ACTIVITIES! (AHA!)**

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STATE STANDARD #2.1.N.E.a/2.1.N.E.b STUDENTS WILL BE ABLE TO recognize the currency of the target countries and convert it to US dollars.

**ESSENTIAL QUESTION:** Students will be able to calculate the exchange rates of various currencies of Spanish-speaking countries with the US dollar.

1. **PRODUCING, EXCHANGING, AND DISTRIBUTING** [ECONOMICS]

Textbook or Database: En Español and Ven Conmigo

**KNOWLEDGE:**

Students will be able to associate a currency with a Spanish-speaking country.

**Anchoring Activity / Anticipatory Set:**

- Have a currency converter website displayed on the LCD projector.
- Have the song "Money, Money, Money" by the O-Jays playing.

**Students will:** Learn the currencies of various Spanish-speaking countries.

**Formative Assessment:** Matching quiz of currency to country or currency matching game.

**COMPREHENSION:**

Students will identify currencies from other countries.

*Short-term / Cumulative Assessment:* The teacher will post country names in various locations in the classroom. In pairs, students will get up and place the correct currency in an envelope that corresponds with the country that uses that currency. The students will write their names on the backs of all of the currencies to the teacher can check for accuracy.

**APPLICATION:**

Students will be able to convert US dollars into various Hispanic currencies.

**Anchoring Activity / Anticipatory Set:** Show the "Show Me the Money" clip from Jerry Maguire.

**Students will create a (class / team product):** Students will be given a menu from McDonald's with prices in US dollars. Each group will be given a currency conversion for a different Spanish-speaking country. Each group will convert all of the McDonald's Value Meal prices to that country's currency.

**Formative Assessment / Rubric for Project:** Students will create a summarizing poster and present their price findings to the class.

**Multicultural and/or ESL and/or Bilingual Link:** Students will be exposed to the currencies of other cultures.

**Mathematics/Science Link and/or Humanities Link:** Students will convert currency using math concepts.

**School-to-Career/Tech Prep Link:** Students will be exposed to world currencies.

#### HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Students will understand economic inequalities by grasping the concept of differences in currency value.

#### **Anchoring Activity / Anticipatory Set:**

- The teacher will throw away a piece of currency.
- The teacher will trade a piece of foreign currency that appears to be of high value with a student's US dollar.
- Show a clip from "Doc Hollywood," in which livestock is used as an alternative to currency in paying for medical services.

**Students will:** discuss as a class the reasons that some currencies are not worth as much as others, and question the reasons why. Additional topics of discussion will include the use of alternatives to currency in some foreign countries such as livestock, produce, and services.

**Class/team/individual product:** Group discussion meets this criteria.

**Summative Assessment:** Students will divide into two groups and debate whether a currency-based economy or barter-based economy is more appealing to them.

#### INDIVIDUAL JOURNAL ASSIGNMENT:

Students will find an article on the internet, in a newspaper, or magazine in which people are bartering for services.

Students will evaluate this exchange and write their opinions.

#### HOMELINK:

Students will discuss the article that they found and their journal entry with their families. Students will report their families' opinions to the class on a volunteer basis.

STATE STANDARD #2.2.N.F.b/ 2.2.M.F.b/ 2.2.A.F.b/ 2.2.N.F.c STUDENTS WILL BE ABLE TO recognize and describe what people eat, where people eat, and the significance of eating outside of the home in the target culture.

**ESSENTIAL QUESTION:** Students will be able to describe the cultural environments and ambiance of various types of Hispanic restaurants and how they change or transport your senses.

## **2. TRANSPORTATION**

Textbook or Database: En Español and Ven Conmigo

#### KNOWLEDGE:

Students will learn the relational aspect of meals in the target culture and also the ways in which going out for a meal changes or transports your senses.

**Anchoring Activity / Anticipatory Set:** The teacher will show the students pictures of unique or interesting cultural foods.

**Students will:** Pair up and share their reactions to the food pictures.

**Formative Assessment:** Ask students by a show of hands if they would be willing to try the foods.

#### COMPREHENSION:

Students will evaluate their pre-existing generalizations about Hispanic foods and dining experiences and understand the differences between their generalizations and reality.

**Short-term / Cumulative Assessment:** Teacher will facilitate a class discussion.

#### APPLICATION:

Students will relate their experiences dining out to the importance of dining out in Hispanic cultures.

#### **Anchoring Activity / Anticipatory Set**

- Students will pair, square, share a list of words that they associate with the word "restaurante."

- Teacher will play Mariachi music.

**Students will create a (class / team product):** Students will view video clips from various travel videos showing different Hispanic restaurant environments including dining in the Plaza de Garibaldi in Mexico, enjoying tapas while watching a Flamenco show in Spain, attending a tango dinner theatre in Argentina, and eating in cafés in various Spanish-speaking countries. Students will then break into groups and create Venn diagram posters to compare and contrast what they have viewed and how they experience dining in the US.

**Formative Assessment / Rubric for Product:** The teacher will collect and display the posters around the room and the students will share their products.

**Multicultural and/or ESL and/or Bilingual Link:** The students will learn about dining out in Hispanic cultures.

**Mathematics/Science Link and/or Humanities Link:** Students will listen to various types of cultural music.

**School-to-Career/Tech Prep Link:** Students will be able to identify what makes a pleasurable dining experience for the purposes of going into Hospitality and Tourism.

#### HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Students will create a model for their ideal Spanish-speaking restaurant environment. As a group they will brainstorm and create an ambiance including musical, decorative, and culinary aspects.

#### **Anchoring Activity / Anticipatory Set:**

- Students will view a video clip from “The Terminal” showing Tom Hanks eating at Burger King
- Students will view a video clip from “Freaky Friday,” or “Beauty and the Beast,” or “Lady and the Tramp” showing an elegant dining experience.

**Students will:** Create a model for their ideal Spanish-speaking restaurant environment. As a group they will brainstorm and create an ambiance including musical, decorative, and culinary aspects.

**Class/team/individual product:** Groups will create a collage, brochure, diorama, or PowerPoint presentation of the model they have created.

**Summative Assessment:** Students will present their models to the class.

#### INDIVIDUAL JOURNAL ASSIGNMENT:

Describe your favorite place to eat using your 5 senses.

#### HOMELINK:

Visit a fine dining restaurant with your family.

STATE STANDARD #2.2.N.G.a/2.2.N.F.a STUDENTS WILL BE ABLE TO identify indigenous food products and beverages and identify what foods and beverages are routinely consumed at each meal in the target culture.

**ESSENTIAL QUESTION:** Recognize, pronounce, talk about and write the names of typical foods in Spanish.

### **3. COMMUNICATIONS**

Textbook or Database: En Español and Ven Conmigo

#### KNOWLEDGE:

Students will become familiar with Spanish food vocabulary.

#### **Anchoring Activity / Anticipatory Set:**

- Play the Wiggles Song “Hot Potato” and throw a plastic potato to students.
- Toss play foods to students while stating the corresponding vocabulary in Spanish.

**Students will:** Toss the food item back to the teacher while repeating the Spanish vocabulary.

**Formative Assessment:** Evaluate students’ pronunciation of the vocabulary.

#### COMPREHENSION:

Students will be able to pronounce and write Spanish vocabulary words for foods.

**Short-term / Cumulative Assessment:** Pair students to pronounce and practice food vocabulary while teacher circulates around the classroom and listens for correct pronunciation.

#### APPLICATION:

Students will be able to recognize words in Spanish and associate the word with a picture.

**Anchoring Activity / Anticipatory Set:**

- Show video clip in Spanish from “Benchwarmers” where the players are tossing a hot potato to each other.
- Teacher will toss a ball to a student while stating the English vocabulary word. The student who catches the item will say the corresponding vocabulary word in Spanish. Then, the student will throw the ball to another classmate saying a different English vocabulary word to continue the practice.

**Students will create a (class / team product):** Students will create flashcards in pairs. Students will paste a clip art image on one side, and write the corresponding Spanish vocabulary word on the other side.

**Formative Assessment / Rubric for Product:** Students will place their flashcards on their desks with the picture side up. The teacher will speak the vocabulary words in a specific sequence and the students will place their flashcards in that order and check for their own understanding.

**Multicultural and/or ESL and/or Bilingual Link:** Integrating both languages and identifying food items.

**Mathematics/Science Link and/or Humanities Link:** Introducing students to new food items that are not available or common in the United States.

**School-to-Career/Tech Prep Link:** Field trip to Hispanic supermarket.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Students will make a prediction based on their knowledge of the food vocabulary.

**Anchoring Activity / Anticipatory Set:** Place a list of ingredients on the board or the overhead.

**Students will:** Try to predict what the ingredients will be used to make.

**Class/team/individual product:** Small groups will present ingredients for their favorite recipes.

**Summative Assessment:** Teacher will listen and evaluate students based on their pronunciation and cooperation in working well within their groups.

INDIVIDUAL JOURNAL ASSIGNMENT:

What is one food that is not commonly eaten in our culture that you would be interested in trying.

HOMELINK:

The students will teach the food vocabulary to their parents/guardians/ or siblings.

STATE STANDARD #4.1.A.a STUDENTS WILL BE ABLE TO describe the institutions, values, beliefs, and perspectives that serve as the foundation of the target culture practices and compare them to one’s own.

**ESSENTIAL QUESTION:** Students will learn the cultural significance of eating together as a family and the values that institute those practices.

**4. PROTECTING AND CONSERVING**

Textbook or Database: En Español and Ven Conmigo

KNOWLEDGE:

Students will learn that definition of “family” in Hispanic cultures may differ from their own definition.

**Anchoring Activity / Anticipatory Set:** Students will view a clip from either “Fools Rush In” or “My Big Fat Greek Wedding” to display cultural differences of family dynamics.

**Students will:** Describe a typical family meal in the United States, or talk about how family meals are atypical.

**Formative Assessment:** Teacher facilitates discussion and encourages class participation.

COMPREHENSION:

Students will summarize the differences between a typical Hispanic family meal and a typical family meal in the US.

**Short-term / Cumulative Assessment:** Students will write a hypothesis about how families in the US would be different if the family meal was better instilled in daily life.

APPLICATION:

Students will relate to the values that surround eating meals as a family in Hispanic cultures.

**Anchoring Activity / Anticipatory Set:**

- Students will view the video clip from “The Christmas Story” where the little brother eats like a pig.
- Students will view the video clip from “The Parent Trap” where the girls get into a food fight.

**Students will create a (class / team product):** Students will create a prediction as to what values would hinder these video examples from occurring in a Hispanic home.

**Formative Assessment / Rubric for Product:** Students will share their predictions with a partner and then as a partnership present their ideas to the class.

**Multicultural and/or ESL and/or Bilingual Link:** Students will understand the importance of family in Hispanic cultures and how this value displays itself in eating meals together.

**Mathematics/Science Link and/or Humanities Link:** Students will view Hispanic artwork that displays families celebrating together with food.

**School-to-Career/Tech Prep Link:** Students will understand the role of family in the Hispanic worldview and be able to carry this knowledge into any field.

#### HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Students will use artwork as a springboard to create a comic showing a satirical situation for a US family eating a meal together. Students will need to think from the perspective of a Hispanic person.

**Anchoring Activity / Anticipatory Set:** Students will view various pieces of artwork from Carmen Lomas Garzas’ book “Family Pictures: Cuadros de la Familia”

**Students will:** Talk about the familiar dynamics that they see in the artwork and what a Hispanic’s generalized viewpoint would be of mealtime practices in the US.

**Class/team/individual product:** Students will create a satirical comic as a partnership. They will brainstorm ideas together and attempt to think from an alternate perspective.

**Summative Assessment:** Students will present their comic on the overhead and generate class discussion, and then display the comics as artwork in the classroom.

#### INDIVIDUAL JOURNAL ASSIGNMENT:

Write about your typical mealtime practices.

#### HOMELINK:

Discuss the possibilities and/or difficulties of making mealtime “family time” in your home.

STATE STANDARD #1.1.M.SL.h STUDENTS WILL BE ABLE to request and obtain food in a restaurant situation using new verb constructions.

**ESSENTIAL QUESTION:** Students will be able to request and obtain food in a restaurant situation using new verb constructions.

### **5. PROVIDING EDUCATION**

Textbook or Database: En Español and Ven Connigo

#### KNOWLEDGE:

Students will be introduced to the conjugation of verbs associated with restaurant dialogue.

#### **Anchoring Activity / Anticipatory Set:**

- Students will view the textbook video that is an introduction to restaurant dialogue.
- The teacher will put a verb conjugation tree on the overhead or the whiteboard.

**Students will:** Conjugate commonly viewed verbs in restaurant situations.

**Formative Assessment:** Check for understanding using individual practice and whole class white board assessment.

#### COMPREHENSION:

Students will pair and explain how to conjugate a verb. They will address AR, ER, IR and stem changing verb forms.

*Short-term / Cumulative Assessment:* Teacher monitors classroom pairs. Classroom discussion can follow if needed.

#### APPLICATION:

Students demonstrate knowledge of verb conjugations.

**Anchoring Activity / Anticipatory Set:** Use the alternate anchoring activity provided above.

**Students will create a (class / team product):** Students create verb flip charts showing the appropriate conjugations for AR, ER, IR and stem changing verbs.

**Formative Assessment / Rubric for Product:** Students play verb conjugation Battleship using their flipcharts for practice.

**Multicultural and/or ESL and/or Bilingual Link:** Students will learn verb conjugations in the Spanish language.

**Mathematics/Science Link and/or Humanities Link:** Students will learn formulas and patterns used in the Spanish language.

**School-to-Career/Tech Prep Link:** Students will need to conjugate verbs in order to communicate with Spanish speakers in real-life situations.

#### HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Students will create a rap explaining how to conjugate verbs.

**Anchoring Activity / Anticipatory Set:** Teacher can select any songs of preference such as “Ice Ice Baby,” by Vanilla Ice, “You Can’t Touch This,” by MC Hammer, or the theme song from “The Fresh Prince of Bel Aire” to inspire rhyme and rap.

**Students will:** Brainstorm lyrics that explain verb conjugation.

**Class/team/individual product:** In groups, students will create raps based on present tense verb types.

**Summative Assessment:** Students will perform their raps. They may use props and costumes.

#### INDIVIDUAL JOURNAL ASSIGNMENT:

Students will write questions that they still have regarding verb conjugation.

#### HOMELINK:

Students will perform their verb conjugation rap for their families.

STATE STANDARD #5.1.N.b STUDENTS WILL BE ABLE TO use authentic target print materials and electronic media to explore food and restaurant topics.

**ESSENTIAL QUESTION:** Students will use print materials and electronic media to explore food and restaurant topics.

### **6. MAKING AND USING TOOLS AND/OR TECHNOLOGY**

Textbook or Database: En Español and Ven Conmigo and textbook supplemental CD Rom programs

#### KNOWLEDGE:

Students will use supplemental sources to expand their knowledge base of the importance of food in the Hispanic culture.

**Anchoring Activity / Anticipatory Set:**

- The teacher will play the song “Asereje” by Las Ketchup.
- The teacher will place the poem “Oda al Tomate” by Pablo Neruda on the overhead.

**Students will:** Get together in groups and read the poem together in the target language.

**Formative Assessment:** The teacher will monitor for pronunciation.

#### COMPREHENSION:

The students will be able to translate the poem using previously learned vocabulary as well as online Spanish/English dictionaries.

**Short-term / Cumulative Assessment:** The teacher will call on groups to translate aloud certain portions of the text.

#### APPLICATION:

The students will strengthen their ability to use the target language via supplemental materials including textbook websites and CD Rom programs.

**Anchoring Activity / Anticipatory Set:** Take the students to the computer lab and do an activity from the CD Rom together as a class.

**Students will create a (class / team product):** Work independently through the activities and games to strengthen their vocabulary.

**Formative Assessment / Rubric for Product:** The teacher will monitor and the students will self-asses.

**Multicultural and/or ESL and/or Bilingual Link:** Students will hear native speakers speaking the language and will be introduced to differencing dialogues.

**Mathematics/Science Link and/or Humanities Link:** The students will be using technology.

**School-to-Career/Tech Prep Link:** The students will strengthen their background in technology, which is essential in any workforce in today's society.

#### HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Students will use the food and restaurant grammar and vocabulary that they have practiced to create an ode to a certain food item or dish.

#### **Anchoring Activity / Anticipatory Set:**

- The teacher will read "Huevos Verdes con Jamon" to the class.
- The teacher will play the song "Food Glorious Food" from the movie Oliver.

**Students will:** Get with a partner and brainstorm ideas for their final product.

**Class/team/individual product:** The students will create an ode (poem, song, rap, etc.) and incorporate multimedia in the creation of it (PowerPoint, Word Publishing, Clip Art, Video, Podcast, UTube, etc.)

**Summative Assessment:** The students will present their product to the class and the teacher will assess for vocabulary and grammatical correctness.

#### INDIVIDUAL JOURNAL ASSIGNMENT:

The students will write a paragraph about their favorite food in Spanish.

#### HOMELINK:

The students will search for a Spanish Podcast to share with the class.

STATE STANDARD #2.1.A.H.a STUDENTS WILL BE ABLE TO describe the importance of food in relationship to Hispanic celebrations and holidays.

**ESSENTIAL QUESTION:** Students will be able to explain and understand the relationship of food to celebrations and holidays in the Hispanic culture.

### **7. PROVIDING RECREATION**

Textbook or Database: En Español and Ven Conmigo

#### KNOWLEDGE:

Students will learn about and/or review various Hispanic celebrations and holidays throughout the Spanish-speaking world.

#### **Anchoring Activity / Anticipatory Set:**

- Teacher will show a video clip of food and celebration from either "Like Water for Chocolate," or "Tortilla Soup."
- Teacher will place a transparency of the painting "Barbacoa para Cumpleaños" by Carmen Lomas Garza.

**Students will:** Make a list of celebrations of the Spanish-speaking world that they are already familiar with and the foods associated with that celebration.

**Formative Assessment:** The teacher makes a cumulative brainstorm list on the board with the input of the students.

#### COMPREHENSION:

The students will predict what celebratory foods would be appropriate for the celebrations and holidays that they are learning about.

*Short-term / Cumulative Assessment:* The students will pair, share, square their predictions.

#### APPLICATION:

The students will modify their predictions based on their short term/ cumulative assessment activity and the next anticipatory set.

**Anchoring Activity / Anticipatory Set:** The teacher shows a slide show of pictures and/or video clips of Hispanic celebrations and the food associated with them.

**Students will create a (class / team product):** Diorama, painting, collage, or photo essay displaying their understanding of the significance of food to a specific Hispanic celebration of their choosing.

**Formative Assessment / Rubric for Product:** Students will present their products to the class and speak about their particular celebration.

**Multicultural and/or ESL and/or Bilingual Link:** Students will learn about various celebrations in other countries.

**Mathematics/Science Link and/or Humanities Link:** Students will work with shapes and art to create their products.

**School-to-Career/Tech Prep Link:** Students will be able to work for effectively with people from various backgrounds by having background knowledge of their customs.

#### HIGHER ORDER THINKING SKILLS (H.O.T.S.):

The students will evaluate the significance of food to holidays.

#### **Anchoring Activity / Anticipatory Set:**

- The teacher will show a video clip from “The Santa Clause” showing the father burning the turkey and then takes son out to eat for Christmas dinner.
- The teacher will show a video clip from “The National Lampoon’s: Christmas Vacation,” in which the Christmas meal is a disaster.

**Students will:** Discuss how their celebrations and/or holidays would be different if they did not eat the traditional foods of that celebration or holiday.

**Class/team/individual product:** Students will create a political cartoon in which they show a typical American holiday being celebrated with alternative foods.

**Summative Assessment:** Students will display their cartoons in the classroom.

#### INDIVIDUAL JOURNAL ASSIGNMENT:

Students will pick their favorite celebration and describe their favorite foods of that celebration in the target language.

#### HOMELINK:

Students will survey their family and friends about their favorite celebrations and why. Students will report back to the class if the answers had to do with foods related with those celebrations.

STATE STANDARD #1.1.N.SL.d/ 2.2.N.F.a STUDENTS WILL BE ABLE TO extend an invitation to a dinner party serving authentic cuisine of a specific Spanish-speaking country.

**ESSENTIAL QUESTION:** The students will be able to extend an invitation to a dinner party serving authentic cuisine of a specific Spanish-speaking country.

### **8. ORGANIZING AND GOVERNING**

Textbook or Database: En Español and Ven Conmigo

#### KNOWLEDGE:

Students will learn the appropriate language to extend an invitation, plan a meal, shop for ingredients on a budget, and create an aesthetically pleasing atmosphere for their dinner party.

#### **Anchoring Activity / Anticipatory Set:**

- Teacher will show a video clip from Beauty and the Beast “Be Our Guest” scene.
- Teacher will put up a transparency of the painting “La Tamalada” by Carmen Lomas Garza.

**Students will:** Brainstorm in groups the steps involved in planning a dinner party.

**Formative Assessment:** Whole class discussion.

#### COMPREHENSION:

Students will create invitations as well as a menu for their dinner party. The dishes must all be from one country. The students will be in groups of 4.

**Short-term / Cumulative Assessment:** Teacher collects invitations and menus and corrects for accuracy of grammar and vocabulary.

#### APPLICATION:

Students will compute an estimate based on grocery store advertisements of how much it will cost to host their dinner party.

**Anchoring Activity / Anticipatory Set:** Teacher shows clips from “Father of Bride” showing the dad grocery shopping and trying to cut costs of the reception dinner.

**Students will create a (class / team product):** Grocery list based on estimated costs.

**Formative Assessment / Rubric for Product:** The teacher will circulate and assist students as needed.

**Multicultural and/or ESL and/or Bilingual Link:** Students will experience an authentic Hispanic dinner from a country other than Mexico.

**Mathematics/Science Link and/or Humanities Link:** Students will create and spend based on a budget.

**School-to-Career/Tech Prep Link:** Students will need to budget their money, plan an event, and shop in the real world.

#### HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Students will creatively write a unique recipe for a dish that will be served at their dinner party.

**Anchoring Activity / Anticipatory Set:** The teacher will read “Sopa de Piedras” by Marcia Brown to the class.

**Students will:** Independently write a creative recipe using at least 10 of their favorite food items.

**Class/team/individual product:** Each student will create a recipe card with their recipe written on it.

**Summative Assessment:** The students will turn their recipe cards in. The teacher will assess based on grammar and vocabulary accuracy.

#### INDIVIDUAL JOURNAL ASSIGNMENT:

In the target language, the students will predict what their recipe will taste like.

#### HOMELINK:

The students will prepare and taste their recipes with their families or friends.

STATE STANDARD #1.1.N.SL.a STUDENTS WILL BE ABLE TO conduct themselves in a culturally appropriate manner when at a restaurant.

**ESSENTIAL QUESTION:** Students will learn how to act appropriately in the target culture when eating a meal.

### **9. MORAL, ETHICAL AND SPIRITUAL BEHAVIOR**

Textbook or Database: En Español and Ven Conmigo

#### KNOWLEDGE:

The students will understand appropriate behaviors while eating a meal at the table with others.

**Anchoring Activity / Anticipatory Set:**

- Teacher will show a clip from the “Nutty Professor” when the family is at the table.
- Teacher will show a clip from “National Lampoon’s: Christmas Vacation” where the family displays poor table manners.

**Students will:** Make a Venn diagram of what they believe to be appropriate, inappropriate, and dependent behaviors at the table.

**Formative Assessment:** The teacher will create a cumulative Venn diagram on the white board.

#### COMPREHENSION:

Students will distinguish between appropriate and inappropriate behaviors.

*Short-term / Cumulative Assessment:* Think, Pair, Square and share the outcomes of their discussions with the class.

#### APPLICATION:

The students will demonstrate appropriate language in the target language.

**Anchoring Activity / Anticipatory Set:** Teacher will show a clip from “Dumb and Dumber” where Lloyd requests the soup of the day.

**Students will create a (class / team product):** Brief dialogue properly requesting food from the wait staff in the target language.

**Formative Assessment / Rubric for Product:** Students will present their dialogues and the teacher will assess based on pronunciation, target vocabulary, and the grammatical use of formal language.

**Multicultural and/or ESL and/or Bilingual Link:** Other countries value manners more than in the US.

**Mathematics/Science Link and/or Humanities Link:** Students will be ethically communicating with one another.  
**School-to-Career/Tech Prep Link:** Students need to know how to treat others appropriately and communicate in a polite manner.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Students will be able to identify the discrepancies between appropriate and inappropriate behavior toward wait staff.

**Anchoring Activity / Anticipatory Set:** The teacher will role play with a student an inappropriate exchange with the wait staff. (The teacher will be a rude customer, and the student will be the wait person).

**Students will:** Make a list of inappropriate language or gestures during the role play.

**Class/team/individual product:** Students will offer appropriate substitutions to the teacher in the target language.

**Summative Assessment:** Students will write a new inappropriate exchange with the wait staff with a word bank of corrections. The teacher will collect and assess these based on their content.

INDIVIDUAL JOURNAL ASSIGNMENT:

The students will reflect on why they think manners are more prevalent in Hispanic cultures than in the US.

HOMELINK:

The students will discuss manners with their families. They will discuss manners that they are supposed to practice at home.

STATE STANDARD #1.1.N.SL.d STUDENTS WILL BE ABLE TO request and reply appropriately using memorized phrases and vocabulary in relation to table settings and utensils.

**ESSENTIAL QUESTION:** Students will use phrases and vocabulary of table settings and utensils in order to make requests and reply to questions in restaurant scenarios. They will also discuss what makes an aesthetically pleasing table setting.

**10. AESTHETIC NEEDS**

Textbook or Database: En Español and Ven Conmigo

KNOWLEDGE:

Students will demonstrate knowledge of the Spanish vocabulary for place settings of a table.

**Anchoring Activity / Anticipatory Set:**

- Teacher will show a picture of a plate full of food without utensils. Students will brainstorm the utensils that they would need to be able to properly eat the food.
- Teacher will show a clip from “National Lampoon’s Vacation” at the family picnic in which the daughter mixes Kool-Aid with her arm instead of a spoon.

**Students will:** Recall and review previously learned vocabulary words for place settings of a table by playing a matching game. They will match plastic place settings to their appropriate Spanish vocabulary words on their desks.

**Formative Assessment:** Teachers will conduct a question/answer practice about the vocabulary with students in the target language in order to check for their knowledge of the vocabulary.

COMPREHENSION:

Students will write, spell and identify the vocabulary words involved with place settings.

**Short-term / Cumulative Assessment:** Students will be given various items of a place setting and create labels in the target language to be placed on the actual items. This will serve as the students’ visual aide for practicing the vocabulary.

APPLICATION:

Students will use their knowledge of table setting vocabulary in creating an appropriate table setting and use phrases in the target language to request various items as needed in a restaurant scenario.

**Anchoring Activity / Anticipatory Set:** Teacher will show clips from “Pretty Woman” in which Julia Roberts is learning about and then trying to use the correct utensils for a formal dinner

**Students will create a (class / team product):** Appropriate setting by placing their labeled place setting items in the appropriate locations on a table and brainstorm phrases that will need to be used in the target language to request needed items.

**Formative Assessment / Rubric for Product:** The teacher will remove items from the students' place settings and students will use the phrases that they have brainstormed to request the item that was removed.

**Multicultural and/or ESL and/or Bilingual Link:** Students will be working in the target language to discuss culturally appropriate table settings and making requests.

**Mathematics/Science Link and/or Humanities Link:** Students will use spatial reasoning to determine what makes an aesthetically pleasing table setting.

**School-to-Career/Tech Prep Link:** Students will visit various restaurants to compare and contrast the place settings used and analyze the effects that an appropriate table setting has on the dining experience.

#### HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Students will answer the question "Why do we need silverware?" and develop their own new place setting item.

#### **Anchoring Activity / Anticipatory Set:**

- Students will view a clip from "Ratatouille" in which all of the place settings are prepared in the restaurant.
- Students will be given a spork for inspiration.

**Students will:** Brainstorm other utensils that could be created to be used as part of a place setting.

**Class/team/individual product:** Working in pairs or small groups students will design their own new utensil to be used as part of a place setting

**Summative Assessment:** Students will present their product to the class and explain its purpose.

#### INDIVIDUAL JOURNAL ASSIGNMENT:

Students will write about the differences between formal and informal place settings in a restaurant and write their opinions of which place setting items that they feel are absolutely necessary and those that could be omitted.

#### HOMELINK:

Students will examine how the table is typically set for a meal in their own home.

STATE STANDARD #2.2.N.F.a/1.3.N.W.a STUDENTS WILL BE ABLE TO identify what foods and beverages are routinely consumed at each meal in Hispanic restaurant as well as illustrate and present a menu in Spanish.

**ESSENTIAL QUESTION: ESSENTIAL QUESTION:** Students will create a menu to demonstrate their knowledge of Spanish food vocabulary and the foods typically consumed at each meal in Hispanic cultures.

### **11. MENU CREATION**

Textbook or Database: En Español and Ven Conmigo

#### KNOWLEDGE:

Students will demonstrate knowledge of what a typical menu of a Hispanic restaurant looks like and the foods that would be offered at each meal.

**Anchoring Activity / Anticipatory Set:** Students will be shown menu samples from various Hispanic restaurants.

**Students will:** Students will look at the menus and examine the various foods offered, prices, and set up of the menu.

**Formative Assessment:** The teacher will facilitate a discussion of what the students observed and use their observations to create a rubric of what makes a good menu.

#### COMPREHENSION:

Students will work in pairs to make a list of the foods that they would like to include in a menu that they will create and the cost of those foods using the currency of the country that the menu is to be from.

**Short-term / Cumulative Assessment:** Teacher will collect the students' vocabulary lists and check them for correct spelling and use of accents in the vocabulary.

#### APPLICATION:

**Anchoring Activity / Anticipatory Set:** Students will be shown a clip from “Beverly Hills 90210” in which Brenda and Donna have difficulty ordering from a menu that is entirely in French.

**Students will create a (class / team product):** Working in pairs, students will create a draft of the menu in Spanish.

**Formative Assessment / Rubric for Product:** Teacher will collect the menus to check for spelling, use of accents and vocabulary as well as the cultural appropriateness of the foods chosen for the menus.

**Multicultural and/or ESL and/or Bilingual Link:** Students will create a menu in Spanish.

**Mathematics/Science Link and/or Humanities Link:** Students will be working with currency exchange for the menu prices.

**School-to-Career/Tech Prep Link:** Students will visit Spanish-speaking restaurants to discuss foods served at various times of the day.

#### HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Students will invent a cover for their menu, including a restaurant name, to represent the foods that are offered in the menu.

**Anchoring Activity / Anticipatory Set:** Students will be shown a Power Point presentation of various restaurant names and menu images in order to analyze what the menu and restaurant name indicates to them about the food offered.

**Students will:** Brainstorm possible names and visual images for their own restaurant.

**Class/team/individual product:** Students will design a menu cover including the restaurant name and create the final draft of their menu.

**Summative Assessment:** Students will present their menu to the class in Spanish and then explain, in English, why they chose their restaurant name and the visual represented on the front of the menu. Students will be evaluated on the appearance of the menu as well as their Spanish pronunciation.

#### INDIVIDUAL JOURNAL ASSIGNMENT:

Students will write about the menu item that they like the most and explain why in the target language.

#### HOMELINK:

Students will share their menus with their family and ask if the family members would choose to dine in their student’s restaurant based on the menu choices.

STATE STANDARD #4.2.N.b/ 1.1.N.RW.i STUDENTS WILL BE ABLE TO recognize the similarities and differences between some of the key grammatical concepts in English and the target language in relation to food and restaurant situations.

**ESSENTIAL QUESTION:** Students will be able to use the verbs SER and ESTAR appropriately in food and restaurant contexts.

## **12. SER and ESTAR**

Textbook or Database: En Español and Ven Conmigo

#### KNOWLEDGE:

Students will be able to describe when to use SER and ESTAR when talking about food and in restaurant situations.

#### **Anchoring Activity / Anticipatory Set:**

- Teacher will play the audio clip “Who’s on First” by Abbott and Costello
- Teacher will place the Shakespearean quote “To be or not to be, that is the question,” on the overhead.

**Students will:** Review the conjugations of SER and ESTAR and be able to decide which situations require each verb.

**Formative Assessment:** Have students create a “rule” of when to use SER and ESTAR.

#### COMPREHENSION:

Students will give 5 examples each of when to use SER and ESTAR with food.

**Short-term / Cumulative Assessment:** Put a 5 question fill in the blank quiz on the overhead. The students will write their answers on their personal white boards. The teacher will review the answers with the class.

#### APPLICATION:

Students will demonstrate the use of SER and ESTAR in the form of a brief dialogue.

**Anchoring Activity / Anticipatory Set:** Use the alternate anchoring activity from above.

**Students will create a (class / team product):** In pairs, students will write a 10 line dialogue using SER and ESTAR.

**Formative Assessment / Rubric for Product:** Students will present their dialogues in front of the class.

**Multicultural and/or ESL and/or Bilingual Link:** Students will explore the fact that different languages have differing grammatical concepts.

**Mathematics/Science Link and/or Humanities Link:** Students will use charts to organize their ideas.

**School-to-Career/Tech Prep Link:** Use of SER and ESTAR is a concept that is essential to speaking Spanish on the job and in the outside world.

#### HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Students will site similarities in English where words have different spelling and similar meanings, or words that mean almost the same thing, yet are used in different situations.

**Anchoring Activity / Anticipatory Set:** The teacher will put some words on the board that have the same spellings but different meanings, or words that have different spellings but sound the same. (Examples: read/read; lead/lead; meat/meet)

**Students will:** Evaluate the fact that English grammar is very complex and has concepts that do not apply to other languages. They will be able to transfer this idea to better understand the concept of SER and ESTAR.

**Class/team/individual product:** Students will create a news report in groups that mimics the confusing style of Abbott and Costello's "Who's on First," using the concepts of SER and ESTAR.

**Summative Assessment:** Students will present these to the class in the target language.

#### INDIVIDUAL JOURNAL ASSIGNMENT:

Students will reflect on the most difficult concept of SER and ESTAR and write down questions that they still have for the next class.

#### HOMELINK:

Students will discuss with their parents or guardians about whether they think it would be more difficult to learn Spanish or English and why.

STATE STANDARD # 1.1.M.SL.f STUDENTS WILL BE ABLE TO describe things in their immediate environment using descriptive adjectives

**ESSENTIAL QUESTION:** Students will be able to use adjectives to describe food items and places associated with foods

### **13. Adjective Agreement**

Textbook or Database: En Español and Ven Conmigo

#### KNOWLEDGE:

Students will demonstrate knowledge of various descriptive adjectives

**Anchoring Activity / Anticipatory Set:**

- Students will view a clip from "10 Things I Hate About You" in which a principal is trying to think of a descriptive adjective for a novel that she is writing.

- Teacher will read part of "Alejandro y el Día Terrible Horrible Espantoso Horroroso."

**Students will:** Brainstorm a list of English adjectives that can be used to describe food.

**Formative Assessment:** Students will use dictionaries or on-line dictionaries to find the Spanish equivalents of the adjectives that they have brainstormed.

#### COMPREHENSION:

Students will describe foods demonstrating knowledge of adjective agreement in both gender and number.

**Short-term / Cumulative Assessment:** Students will complete a short fill-in-the-blank quiz that will be placed on the overhead.

#### APPLICATION:

Students will be able to modify adjective agreement errors.

**Anchoring Activity / Anticipatory Set:** Teacher will call on various students to stand. The teacher will describe the student using incorrect adjective agreement.

**Students will create a (class / team product):** The students will create a list of errors that they recognize.

**Formative Assessment / Rubric for Product:** Students will be provided with a story that contains many adjective agreement errors. Students be evaluated on their ability to adjust these errors.

**Multicultural and/or ESL and/or Bilingual Link:** Students will recognize linguistic patterns that differ among languages.

**Mathematics/Science Link and/or Humanities Link:** Students will write a poem using descriptive adjectives.

**School-to-Career/Tech Prep Link:** The use of adjectives is imperative to any job.

#### HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Students will demonstrate a fluency in using descriptive adjectives by creating an original piece of poetry in the target language about food.

**Anchoring Activity / Anticipatory Set:** The teacher will read the poem “Comida” by Victor Valle to students

**Students will:** Work in pairs to brainstorm ideas for their final product.

**Class/team/individual product:** Students will create a piece of poetry about food that demonstrates an understanding of adjective agreement.

**Summative Assessment:** Students will share their poems with the class.

#### INDIVIDUAL JOURNAL ASSIGNMENT/HOMELINK:

Students will write sentences using descriptive adjectives about their evening meal at home.

STATE STANDARD # 1.3.M.S.a/1.1.M.SL.h/1.1.N.SL.i/1.1.N.SL. STUDENTS WILL BE ABLE TO present skits in the target language in which they request information and reply appropriately as well as resolve complications using memorized phrases for a restaurant situation.

**ESSENTIAL QUESTION:** Students will use food and restaurant scenario vocabulary and grammar in the context of a real-life simulation in the classroom.

### **14. RESTAURANT SKIT**

Textbook or Database: En Español and Ven Conmigo

#### KNOWLEDGE:

Students will demonstrate knowledge of the vocabulary and grammar structures that will be used in the skit.

**Anchoring Activity / Anticipatory Set:** Teacher will facilitate a concentration game on the overhead to review vocabulary and phrases that will be used in a restaurant role-play.

**Students will:** Complete a crossword puzzle of vocabulary, verbs and phrases that will be used in the skit.

**Formative Assessment:** Students will brainstorm additional phrases they might need to say in their skits and share them with their groups. The teacher will monitor.

#### COMPREHENSION:

Students will demonstrate that they know which vocabulary words and phrases are appropriate to use in various restaurant scenarios.

**Short-term / Cumulative Assessment:** Students will be placed in groups. Students will be given situation cards that have various restaurant mini-skits to practice. Students will orally practice the skits and the teacher will randomly call on various groups to perform their mini-skits for the class. The class will then discuss any errors.

#### APPLICATION:

**Anchoring Activity / Anticipatory Set:** Students will view video clips from the “Ven Conmigo” textbook series that show various restaurant conversations.

**Students will create a (class / team product):** Students will be placed in groups to write a script for a restaurant role-play and perform the skit.

**Formative Assessment / Rubric for Product:** The teacher will collect and check the scripts for correct vocabulary and grammar usage, as well as spelling. Then, students will be evaluated on their pronunciation and correct usage of Spanish during the skit.

**Multicultural and/or ESL and/or Bilingual Link:** Students will be using the target language during the duration of the skit.

**Mathematics/Science Link and/or Humanities Link:** Students will practice presentation skills including voice projection, poise, and eye contact.

**School-to-Career/Tech Prep Link:** Students will go to a Spanish-speaking restaurant. They will speak to staff members of the restaurant in order to compare the vocabulary that they have learned with the vocabulary that waiters and other employees of a restaurant actually use in their daily jobs.

#### HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Students will write additional dialogue for their skit in which a complication needs to be resolved.

**Anchoring Activity / Anticipatory Set:** Students will watch a clip from “The Cosby Show” in which Cliff takes his daughter Rudy and her friends to a fine dining restaurant and the children are not pleased with the food.

**Students will:** Brainstorm complications that may arise in a typical restaurant scenario and vocabulary that would be used in a conversation between the waiter and a customer during that situation.

**Class/team/individual product:** Students will add lines to their skit in the target language in which a complication needs to be resolved.

**Summative Assessment:** Students will create a video of their skit with the addition of the conflict resolution.

#### INDIVIDUAL JOURNAL ASSIGNMENT:

Students will write about their most recent restaurant experience in the target language.

#### HOMELINK:

Students will play the role of waiter and/or customer at a family meal by speaking only in Spanish.

STATE STANDARD #1.2.M.L.c/ 1.3.N.S.a STUDENTS WILL BE ABLE TO understand a live story performance in the target language and be able to perform a story while the teacher speaks only in the target language.

**ESSENTIAL QUESTION:** The students will be able to understand comprehensible input in the target language and re-tell a story. They will also be able to construct an alternate ending to the story in Spanish.

### **15. TEACHING PROFICIENCY THROUGH READING AND STORYTELLING (TPRS)**

Textbook or Database: TPRS Storytelling by Blaine Ray

#### KNOWLEDGE:

Students will receive comprehensible input in the target language through their teacher and model gestures for restaurant vocabulary words and phrases that they may not be familiar with yet.

#### **Anchoring Activity / Anticipatory Set:**

- The teacher will play a clip from “Billy Madison” showing story time.
- The teacher will play a video clip from “Dumb and Dumber” where they eat hot peppers and then squirt ketchup and mustard in their mouths.

**Students will:** Prepare for the story by modeling gestures for the vocabulary needed to understand the story.

**Formative Assessment:** Students model gestures without teacher help, with their eyes closed, and then in a sequence with their eyes closed. The teacher checks for understanding, and re-teaches words as needed.

#### COMPREHENSION:

In pairs, students will predict what the story will be about based on the vocabulary they have just modeled. They will together write a paragraph prediction of the story in the target language.

**Short-term / Cumulative Assessment:** Students will share their predictions with the class in the target language.

#### APPLICATION:

Students will listen to, respond to, act out, and re-tell the story to a partner using a story strip sequence.

**Anchoring Activity / Anticipatory Set:**

- The teacher will grab the students' attention by getting out props and/ or costumes.
- The teacher will play the "Be Our Guest" clip from Beauty and the Beast.

**Students will create a (class / team product):** The teacher will select volunteer actors/ actresses. The students will together respond to the story when the teacher asks for feedback or pauses for a reaction. The students will respond to the questions that the teacher poses during the story.

**Formative Assessment / Rubric for Product:** The students will then re-tell the story using story strips as guides to what happened during the story in the target language.

**Multicultural and/or ESL and/or Bilingual Link:** The students will listen to, respond to, and re-tell a story completely in the target language.

**Mathematics/Science Link and/or Humanities Link:** The students will use comic strips as guides when re-telling the story.

**School-to-Career/Tech Prep Link:** If students choose to go into a profession where Spanish is a necessary skill, they will need to have a high level of listening and comprehension skills.

**HIGHER ORDER THINKING SKILLS (H.O.T.S.):**

Students will exercise higher order thinking skills in creatively thinking of an alternate ending to the story and writing a paragraph in the target language.

**Anchoring Activity / Anticipatory Set:** The teacher will play a song clip from "What Might Have Been" by Little Texas

**Students will:** Brainstorm an alternate ending to the story that is comical and/or fantastic.

**Class/team/individual product:** The students will write the alternate endings in the target language individually. The students will pair, square, share their stories having one of the four group members reporting out to the class the best writing product in their group.

**Summative Assessment:** The teacher will collect and read the writing samples taking note of overall idea and understandability.

**INDIVIDUAL JOURNAL ASSIGNMENT:**

The students will write their own 100 word story in the target language about a restaurant experience using the vocabulary that they know.

**HOMELINK:**

Students will re-tell the story that they heard in class in the target language and in English to their parents or guardians using the story strip as a guide.

**STATE STANDARD #4.1.N.b/ 2.2.M.F.a STUDENTS WILL BE ABLE TO Identify and explain differences in the food products of other countries and their own by preparing and tasting them and identify popular foods in various Spanish-speaking countries.**

**ESSENTIAL QUESTION:** Students will gain a cultural appreciation of food products that differ from the ones that they are accustomed to eating. They will be able to identify and explain the differences and the reasons behind many of them.

**16. CULTURAL FOOD PREPARATION:**

Textbook or Database: Cultural Recipes

**KNOWLEDGE:**

The students will see and learn about the different typical dishes that they will be preparing. They will be able to determine which countries they are from and talk about their key ingredients in the target language.

**Anchoring Activity / Anticipatory Set:**

- The teacher will place photographs of Spanish-speaking countries' traditional dishes on the overhead.
- The teacher will show a clip from the movie "Like Water for Chocolate" showing food being prepared in the kitchen.

**Students will:** Recall which recipes are from which countries and what they are made of in the target language.

**Formative Assessment:** Volunteers will offer their answers to the teacher's questions about the dishes.

**COMPREHENSION:**

Students will predict what the dish they are about to prepare will taste like.

*Short-term / Cumulative Assessment:* Students will share their opinions with the class in the target language.

#### APPLICATION:

Students will prepare a traditional food dish in a group of no more than 4 students. They will share their dish with the class so that everyone can sample and revisit the pre-tasting predictions. Students will also need to convert US measurements into the metric system.

#### **Anchoring Activity / Anticipatory Set:**

- The teacher will set out the ingredients as well as metric measuring cups.
- The teacher will play a clip from “Dora the Explorer” which shows her mixing chocolate (“Bate bate chocolate”)

**Students will create a (class / team product):** A culinary dish typical of a Spanish-speaking country. They will use a conversion chart for measurement.

**Formative Assessment / Rubric for Product:** The students will be evaluated on following directions, working cooperatively in a group setting, and managing their time appropriately. Students will hand in their measurement conversions. A taste test will follow.

**Multicultural and/or ESL and/or Bilingual Link:** Students will learn about food that is eaten in other cultures.

**Mathematics/Science Link and/or Humanities Link:** Students will use units of measurement in the metric system.

**School-to-Career/Tech Prep Link:** Students need to know culinary skills if entering into food service. Also, students need to be familiar with metrics in many different fields such as medicine.

#### HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Students will be able to evaluate the foods and explain how a person may or may not prefer that particular food item based on their background.

#### **Anchoring Activity / Anticipatory Set:**

- Students will view pictures of “gross foods” such as whole fish with scales and eyeballs, cow tongues, etc.
- The teacher will play the song “Eat It” by Weird Al Yankovic.
- The teacher will show a video clip from “A Christmas Story” in which the family is out to dinner and the duck gets its head chopped off.

**Students will:** Take a survey of what foods they liked that they tasted, and what foods they did not particularly enjoy tasting.

**Class/team/individual product:** As a whole class, students will discuss reasons people might enjoy eating those foods and what other cultures may view of the foods that we consume.

**Summative Assessment:** The teacher will monitor and guide the discussion as needed. The teacher will look for participation.

#### INDIVIDUAL JOURNAL ASSIGNMENT:

Students will write about how they think their eating patterns would be different if they lived in a Spanish-speaking country other than Mexico.

#### HOMELINK:

Students will ask their families or guardians to allow them prepare a traditional meal from a Spanish-speaking country. The students will go grocery shopping with them, or make a list of special ingredients that they need if they are unable to go shopping.

STATE STANDARD #5.2.A.a STUDENTS WILL BE ABLE TO use the target language in a real life situation in the community.

**ESSENTIAL QUESTION:** Students will be able to use their Spanish-speaking skills outside of the classroom in a real life restaurant situation.

#### **17. FIELD TRIP/ DINING EXPERIENCE**

Textbook or Database: None needed for this lesson.

#### KNOWLEDGE:

Students will select a meal from a menu written in Spanish and order food politely in Spanish.

**Anchoring Activity / Anticipatory Set:**

- Teacher will play the song “Be Our Guest” from Beauty and the Beast.
- Place the menu the students will be dining at on each table.

**Students will:** Practice ordering a meal with a partner before leaving for the restaurant.

**Formative Assessment:** Partner feedback and teacher monitoring of practice.

COMPREHENSION:

Students will be able to order a meal in Spanish and request the bill in Spanish.

*Short-term / Cumulative Assessment:* Teacher monitors and students receive their order and the bill.

APPLICATION:

Students will compute the amount appropriate to leave for a tip.

**Anchoring Activity / Anticipatory Set:** Students will be given the bill for the meal

**Students will create a (class / team product):** Students will pay the bill and leave an appropriate tip.

**Formative Assessment / Rubric for Product:** Teacher monitors and checks the bill and tip amounts.

**Multicultural and/or ESL and/or Bilingual Link:** Students will see that they will normally need to request the bill several times in Hispanic culture because in that culture, if the waiter brings it the first time it is considered rude.

**Mathematics/Science Link and/or Humanities Link:** Students will compute a 20% tip.

**School-to-Career/Tech Prep Link:** Students will observe the wait staff serving customers and evaluate their appropriateness.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Students will write a review of their overall restaurant experience.

**Anchoring Activity / Anticipatory Set:** Food, art, music, service, and general ambiance of the restaurant.

**Students will:** Be able to critically critique their dining experience.

**Class/team/individual product:** The students will write a newspaper review of their dining experience.

**Summative Assessment:** The teacher will collect and assess the reviews based on a pre-set rubric.

INDIVIDUAL JOURNAL ASSIGNMENT:

The students will write a diary entry of their experience.

HOMELINK:

The students will discuss their experience with their family or guardians and possibly plan a return visit together.

**MORAL / ETHICAL / SPIRITUAL  
REASONING AND DILEMMAS  
FOR CHARACTER EDUCATION**

**TEN ETHICAL DILEMMAS**

*(Must be set in context of unit, but must also relate to the lives of today's students)*

**ESSENTIAL QUESTION:** How does the content of this unit reflect **character education** through Moral and Ethical dilemmas?

1. **Producing, Exchanging, and Distributing** [Economics]

**ESSENTIAL QUESTION:** How does the **Human Activity** of **Producing, Exchanging and Distributing** create moral/ethical dilemmas?

**DILEMMA:** You are walking in the street one day in Spain and you stumble on a large sum of Euros. What should you do with the money that you have found?

2. **Transportation**

**ESSENTIAL QUESTION:** How does the **Human Activity** of **Transportation** create moral/ethical dilemmas?

**DILEMMA:** You are opening a restaurant in Chile which serves American food. Would you place pictures of

George W. Bush on the walls?

3. **Communications**

ESSENTIAL QUESTION: How does the **Human Activity** of **Communications** create moral/ethical dilemmas?

**DILEMMA:** You are a chef in a restaurant and you discover one of your important food items has an expiration date of yesterday. Would you still use the food item?

4. **Protecting and Conserving**

ESSENTIAL QUESTION: How does the **Human Activity** of **Protecting and Conserving** create moral/ethical dilemmas?

**DILEMMA:** You have a different political opinion than other people in your family. A heated discussion erupts during dinner. Do you interject with your opinion?

5. **Providing Education**

ESSENTIAL QUESTION: How does the **Human Activity** of **Providing Education** create moral/ethical dilemmas?

**DILEMMA:** You notice that your teacher made an error in explaining verb conjugation. Would you point out the error during class, after class or ignore the error?

6. **Making and Using Tools and/or Technology**

ESSENTIAL QUESTION: How does the **Human Activity** of **Making and Using Tools and/or Technology** create moral/ethical dilemmas?

**DILEMMA:** You have a large Spanish project due tomorrow that you were assigned a week ago. You have not even started. Your teacher has specifically told you not to use an on-line translator, but you are strapped for time. Do you use the on-line translator to do the assignment?

7. **Providing Recreation**

ESSENTIAL QUESTION: How does the **Human Activity** of **Providing Recreation** create moral/ethical dilemmas?

**DILEMMA:** You've been invited to celebrate el Día de los Muertos with a Mexican friend. You have been taught not to believe in spirits. Do you attend the celebration or do you not attend and risk offending your friend?

8. **Organizing and Governing**

ESSENTIAL QUESTION: How does the **Human Activity** of **Organizing and Governing** create moral/ethical dilemmas?

**DILEMMA:** You are planning a dinner party and one of your guests is a vegetarian. Do you make your entire meal vegetarian friendly?

9. **Moral, Ethical and Spiritual Behavior**

ESSENTIAL QUESTION: How does the **Human Activity** of **Moral, Ethical and Spiritual Behavior** create moral/ethical dilemmas?

**DILEMMA:** You are dining with a friend who is being rude at the table and with staff members at the restaurant. Do you point out your friend's bad behavior?

10. **Aesthetic Needs**

ESSENTIAL QUESTION: How does the **Human Activity** of **Aesthetic Needs** create moral/ethical dilemmas?

**DILEMMA:** You and a friend go to dinner at a Chinese restaurant and there are only chopsticks on the table. You don't know how to use the chopsticks. Do you ask for silverware?

<b>PRODUCTIVE THINKING SKILLS DIVERGENT / CREATIVE THINKING</b>
---------------------------------------------------------------------

1. **BRAINSTORM MODEL**

A. BRAINSTORM ALL OF THE \_\_\_\_\_.

AHA #1: types of currencies in the world

- AHA #2: Hispanic food dishes that you know
- AHA #3: food names in Spanish that you know
- AHA #4: times that a family would eat together
- AHA #5: action words associated with ordering a meal
- AHA #6: all of the poems or rhymes that you know
- AHA #7: reasons that people celebrate

B. BRAINSTORM AS MANY \_\_\_\_\_ AS YOU CAN THINK OF.

- AHA #8: pick up lines/ways to invite someone to dinner
- AHA #9: inappropriate table behaviors
- AHA #10: things set on a dinner table
- AHA #11: categories that you can find on a menu
- AHA #12: irregular Spanish verbs
- AHA #13: descriptive adjectives in Spanish
- AHA #14: phrases used in a restaurant

C. HOW MANY WAYS CAN YOU COME UP WITH TO \_\_\_\_\_?

- AHA #15: tell a story
- AHA #16: make a burrito
- AHA #17: ride on a school bus appropriately

2. **VIEWPOINT MODEL (Human or Animate) USE CULTURAL LITERACY TERMS**

A. HOW WOULD \_\_\_\_\_ LOOK TO A(N) \_\_\_\_\_?

- |         |                    |                        |
|---------|--------------------|------------------------|
| AHA #1: | a Peso             | a Euro                 |
| AHA #2: | el almuerzo        | el desayuno            |
| AHA #3: | los frijoles       | una enchilada          |
| AHA #4: | your family        | Hispanic               |
| AHA #5: | la propina         | la cuenta              |
| AHA #6: | el tomate          | la cebolla             |
| AHA #7: | a birthday party   | a piñata               |
| AHA #8: | el mesero/camarero | host of a dinner party |

B. WHAT WOULD A \_\_\_\_\_ MEAN FROM THE VIEWPOINT OF A(N) \_\_\_\_\_?

- |          |                      |                     |
|----------|----------------------|---------------------|
| AHA #9:  | una servilleta       | pair of dirty hands |
| AHA #10: | un cuchillo          | la carne            |
| AHA #11: | el menú              | enchilada           |
| AHA #12: | ser                  | estar               |
| AHA #13: | picante              | caliente            |
| AHA #14: | me gustaría/quisiera | quiero              |
| AHA #15: | la sopa              | una cuchara         |
| AHA #16: | la receta            | paella              |
| AHA #17: | unruly student       | angry teacher       |

3. **INVOLVEMENT MODEL (Personification / Inanimate object brought to life)**

A. HOW WOULD YOU FEEL IF YOU WERE \_\_\_\_\_?

- AHA #1: Mexican Peso
- AHA #2: flan
- AHA #3: a mango
- AHA #4: the dinner table in a Hispanic family home
- AHA #5: an irregular or stem-changing verb
- AHA #6: an English-speaking poet and you had to write a poem in Spanish
- AHA #7: a piñata

B. IF YOU WERE A \_\_\_\_\_, WHAT WOULD YOU (SEE, TASTE, SMELL, FEEL, etc.)?

- AHA #8: tablecloth
- AHA #9: family dining room in the U.S.
- AHA #10: plate
- AHA #11: bowl of sancocho
- AHA #12: bill
- AHA #13: mouth eating a jalapeño peppers
- AHA #14: menu

C. YOU ARE A \_\_\_\_\_. DESCRIBE HOW IT FEELS.

- AHA #15: waitperson's tray
- AHA #16: recipe
- AHA #17: waitperson serving students with a limited knowledge of Spanish

**4. CONSCIOUS SELF-DECEIT MODEL**

A. SUPPOSE \_\_\_\_\_. WHAT \_\_\_\_\_?

- AHA #1: you were given 10 Mexican Pesos for your birthday      would you do
- AHA #2: you were served cow brains and testicles      would you do
- AHA #3: you were a taco      would you contain
- AHA #4: you were adopted by a Hispanic family      would mealtime look like
- AHA #5: you had to learn English verb conjugation instead of Spanish      would be easier
- AHA #6: poetry did not exist      would the world be like
- AHA #7: you were asked to cater a Hispanic celebration      would you prepare
- AHA #8: you were a formal invitation      would you look like
- AHA #9: someone passed gas during a meal      would be your reaction

B. YOU CAN \_\_\_\_\_. WHAT \_\_\_\_\_?

- AHA #10: be any utensil      would you be
- AHA #11: order anything from a Hispanic menu      would you order
- AHA #12: eliminate ser or estar      verb would you choose
- AHA #13: use any adjectives to describe yourself      adjectives would you use
- AHA #14: take on the role of a waitperson or customer      would you choose
- AHA #15: take a date to any restaurant      restaurant would you go to
- AHA #16: prepare any Hispanic dish      would you choose
- AHA #17: speak Spanish fluently      would you say in a restaurant

**5. FORCED ASSOCIATION MODEL USE CULTURAL LITERACY TERMS HERE**

A. HOW IS \_\_\_\_\_ LIKE \_\_\_\_\_?

- AHA #1: Mexican Peso      a U.S. dollar
- AHA #2: sancocho      stew
- AHA #3: el tazón      a swimming pool
- AHA #4: la familia      a team
- AHA #5: almorzar      cenar
- AHA #6: el jugo de naranja      gasoline
- AHA #7: una fiesta      una siesta

B. GET IDEAS FROM \_\_\_\_\_ TO IMPROVE \_\_\_\_\_.

- AHA #8: la cena      el almuerzo
- AHA #9: el mesero/camarero      table etiquette
- AHA #10: la cuchara      el tenedor
- AHA #11: la enchilada      el bistec
- AHA #12: estar      ser
- AHA #13: delicioso      malo
- AHA #14: el mesero/camarero      the customers

C. I ONLY KNOW ABOUT \_\_\_\_\_. EXPLAIN \_\_\_\_\_ TO ME.

AHA #15: eating at home eating out  
AHA #16: eating cooking  
AHA #17: la cuenta la propina

6. **REORGANIZATION / SYNECTICS MODEL**

A. WHAT WOULD HAPPEN IF \_\_\_\_\_ ?

AHA #1: money did not exist  
AHA #2: you could never eat Taco Bell again  
AHA #3: recipes didn't exist  
AHA #4: your family could never eat out again  
AHA #5: you were a rap star in a Spanish-speaking country  
AHA #6: you were a tomato  
AHA #7: birthday cake did not exist

B. SUPPOSE \_\_\_\_\_ (HAPPENED) WHAT WOULD BE THE CONSEQUENCES?

AHA #8: you burned the food for your dinner party  
AHA #9: you mistreated a waitperson in a restaurant  
AHA #10: you had to eat spaghetti without utensils  
AHA #11: the menu of a restaurant was lost  
AHA #12: the verb "to be" did not exist in Spanish  
AHA #13: there were no adjectives  
AHA #14: there were no waiters/waitresses

C. WHAT WOULD HAPPEN IF THERE WERE NO \_\_\_\_\_ ?

AHA #15: rude people in restaurants  
AHA #16: system of measurements for cooking  
AHA #17: field trips

**CULTURAL LITERACY/SPELLING/LIST**

Almorzar	Para nada	La camarera/La mesera
El arroz	El perro caliente	El camarero/El mesero
El atún	La piña	La cuchara
El azúcar	El plátano	El cuchillo
El café con leche	Poder	Limpio/a
El cereal	El pollo	¿Me puede traer...?
La crema de maní	El queso	El menu
El desayuno	La sopa	Otro/a
Encantar	El té frío	El plato
Fuerte	El tocino	Por favor
Los huevos	La toronja	La servilleta
El jamón	Las uvas	Sucio/a
El jugo de naranja	Un vaso de leche	El tazón
La lechuga	Caliente	El tenedor
Las legumbres	Delicioso/a	Traer
Ligero	Los frijoles	El agua mineral
La limonada	Frío/a	El batido
El mango	Picante	La bebida
La manzana	El postre	El bistec
El pan dulce	Rico/a	Los camarones
El pan tostado	Salado/a	La carne
La papaya	Tener (much) hambre	La carne de res
Las papitas	Tener (much) sed	La cebolla

El flan	La propina	Sancocho
La fresa	Me/Te... gustaría...	Cenar
La galleta	Ser	La piñata
El maíz	Estar	La fiesta
El pastel	La ensalada	La siesta
Pedir	Servir	La receta
El pescado	Riquísimo/a	La paella
Quisiera	¿Cuánto le doy de propina?	Hispano/a
El tomate	Fui	Americano/a
La zanahoria	Fuiste	Estadounidense
¿Cuánto es...?	Listo/a	El Euro
La cuenta	La cena	El Peso Mexicano
Es aparte	Vegetariano/a	
¿Está incluida...?	La familia	

## RESOURCES

### I. **BIBLIOGRAPHY –Teacher/Professional Books and Resources**

- Videohounds Golden Movie Retriever, Editor Jim Craddock
- The Green Book of Songs by Subject by Jeff Green
- Fluency Through TPR Story-telling by Blaine Ray and Contee Seely
- En Español, McDougal Littell
- Ven Conmigo, Holt Rinehart and Wilson
- Differentiated Instruction by Deborah Blaz
- Foreign Language Teacher’s Guide to Active Learning by Deborah Blaz
- Realidades
- Get Them Talking by Patti Lozano

### II. **BIBLIOGRAPHY –Student Books on loan from Media Center for Classroom use**

- Family Pictures by Carmen Lomas Garza
- Ten Centuries of Spanish Poetry by Eleanor L. Turnbull
- 101 Crucigramas Ilustrados by Gloria Correa
- Beginner’s Spanish by Ilda Warner
- Cada Fotografía Nos Cuenta una Historia by Bruce Lyne
- Mexican Family Favorites Cookbook by María Teresa Bermudez
- Como Agua Para Chocolate by Laura Esquivell
- Esta Rico y no Engorda by Esmeralda Diaz Aroca
- Mitos y Leyendas de la Comida Afrocubana by Natalia Arostegui and Natalia Bolivar
- De la Misa y sus Placeres by Luis Zalamea
- Sopa de Piedras by Marcia Brown
- The Complete Musical Spanish by Stacey Tipton
- Leyendas con Canciones by Patti Lozano
- First Spanish Reader by Angel Flores
- Libro de Poemas by Federico Garcia Lorca
- A Trip to Mexico: Beginning Spanish Reader by Hayes
- Mexico in Mind by María Finn
- The Latino Holiday Book by Valerie Menard
- La Tortillería by Gary Paulsen
- Fiestas en el Mundo Hispanohablante by Carolina Niso Martin and Evelyn Marx Pollack
- Exploring Spanish through Culture
- When in Mexico, Do as the Mexicans Do by Herb Kernecker
- Latin American Cooking Across the U.S.A. by Himilce Novas and Rosemary Silva
- Learning Spanish Writing Poetry by Hiriart

- On-line Cultural Adventures by Chad Seals
- Complete Spanish Grammar by Gilda Nissenberg
- The Great Hispanic Heritage Series by Barbara Keevil Parker and Duane F. Parker
- Anthology of Spanish Poetry by Fred F. Jehle
- The Story of Spanish Painting by Charles Henry Caffin
- History of Painting by John Charles Van Dyke
- Now the Dead Will Dance the Mambo by Martin Espada
- Huevos Verdes con Jamón by Dr. Seuss
- Alejandro y el Día Terrible Horrible Espantoso Horroroso by Judith Viorst

### III. Educational Films / Videos

- Ven Conmigo Textbook videos
- En Español Textbook series
- MOO-Ordering Food DVD from Teacher's Discovery
- Commercials with Food Nouns DVD from Teacher's Discovery
- Standard Deviants- Using Ser and Estar DVD from Teacher's Discovery
- Ethnic Eating: Spanish Foods Video by Chef Andrew
- Felicidades-Mexican Family Celebrations DVD
- Ballet Folklórico de México DVD
- Flamenco, Not Flamingo DVD México DVD
- Flamenco, Not Flamingo DVD by Michele S. Gibbons
- Navidad en España DVD
- Art of Mexico DVD

### IV. Commercial Films / Videos

- Benchwarmers
- Jerry Maguire
- Doc Hollywood
- Motorcycle Diaries
- Lost in Translation
- Selena
- Spanglish
- Fools Rush In
- My Big Fat Greek Wedding
- A Christmas Story
- The Beauty and the Beast
- The Santa Claus
- Billy Madison
- The Terminal
- Freaky Friday
- The Lady and the Tramp
- The Parent Trap
- Oliver
- Tortilla Soup
- National Lampoon's Vacation
- The Father of the Bride
- The Nutty Professor
- Dumb and Dumber
- Pretty Woman
- Ratatouille
- 10 Things I Hate About You
- Macario

- Like Water for Chocolate
- Animal House
- Tommy Boy
- The Devil's Miner
- Sweet 15
- Maricela
- Shrek
- Charlie and the Chocolate Factory

## VI. Poetry

- "Comida" by Victor M. Valle
- "Oda al Tomate" Pablo Neruda
- Patrick Murillo – Portrait of The Day of the Dead
- Various poems by Federico Garcia Lorca
- "Oda a la Alcachofa" by Pablo Neruda
- "En la Calle San Sebastian" by Martin Espada
- "Oda al Sal" by Pablo Neruda
- "Oda a la Cebolla" by Pablo Neruda
- "Oda al Limón" by Pablo Neruda
- "Food" by Jing Han
- "Food for Thought" by Stanley Cooper

## VII. Drama (Stage Productions)

- "Abbott and Costello "Who's on First?"
- The Cosby Show television series
- Beverly Hills 90210 television series
- The Fresh Prince of BellAire television series
- El Ballet Folklórico

## VIII. Art Works

- "La Feria en Reynosa" by Carmen Lomas Garza
- "Para la Cena" by Carmen Lomas Garza
- "Barbacoa para el Cumpleaños" by Carmen Lomas Garza
- "Cakewalk" by Carmen Lomas Garza
- "Conejo" by Carmen Lomas Garza
- "La Tamalada" by Carmen Lomas Garza
- "Sandía" by Carmen Lomas Garza
- "The Last Supper" by Leonardo DaVinci
- "Mediterranean Kitchen III" by Karel Burrows
- "Huevos con Confetti" by Greg Elms

## IX. Music

- Hot Potato by The Wiggles
- Money, Money, Money by Abba or The O'Jays
- Ice, Ice, Baby by Vanilla Ice
- You Can't Touch by M.C. Hammer
- Food, Glorious Food from the movie Oliver
- Asereje by Las Ketchup
- Be Our Guest from the movie Beauty and the Beast
- Just Eat It by Weird Al Yankovic
- What Might Have Been by Little Texas
- Savory Truffle by The Beattles

- Animal Crackers by Shirley Temple
- Bate, Bate Chocolate from Dora the Explorer
- Pour Some Sugar on Me by Def Leppard
- Shake, Rattle and Roll by Big Joe Turner
- Candy Man by Cristina Aguilera
- Girls Just Wanna Have Lunch by Weird Al Yankovic
- Gettin' Hungry by the Beach Boys
- Mayonaise by the Smashing Pumpkins
- Old MacDonald by Elvis
- The Fresh Prince of BellAire theme song
- Various Mariachi Music
- Cheeseburger in Paradise by Jimmy Buffett
- Margaritaville by Jimmy Buffett
- BANANAS by Gwen Stefani

#### X. **Resource People / Mentors**

- Spanish teachers
- Spanish-speakers in the community
- ESL teachers

#### XI. **Field Trips (to various Hispanic Restaurants)**

- El Arriero
- Sanchez
- El Taco Ganadero
- Maggie's Kitchen
- Trini's
- El Azteco
- Moctezuma's

#### XII. **Other Material** (CD-ROM, Laser Disc, Internet sites, etc.)

- [www.michigan.gov/documents/mde/World\\_Languages\\_Complete\\_3-26-07\\_193195\\_7.pdf](http://www.michigan.gov/documents/mde/World_Languages_Complete_3-26-07_193195_7.pdf)
- Sing, Dance, Laugh and Eat Tacos CD by Barbara MacArthur
- Cantos, Ritmos y Rimas CD by Lonnie Daizovi
- Putumayo Rumba Flamenco CD
- Putumayo Mexico CD
- Putumayo Latin Groove CD
- Conjugación en Canción by Sara Jordan
- Bilingual Songs in English-Spanish by Sara Jordan
- [www.wiskit.com/beyondtacoscontents.html](http://www.wiskit.com/beyondtacoscontents.html)
- [www.cis.yale.edu/ynti/curriculum/units/1995/4/95.04.01.x.html](http://www.cis.yale.edu/ynti/curriculum/units/1995/4/95.04.01.x.html)
- [www.google.com](http://www.google.com)
- El Mundo Hispanohablante Webquest CD-ROM by Philippe Radelet
- [www.wordreference.com](http://www.wordreference.com)
- [users.ipfw.edu/JEHLE/POESIA/RIMA.HTM](http://users.ipfw.edu/JEHLE/POESIA/RIMA.HTM)
- [www.poesia-inter.net](http://www.poesia-inter.net)
- [www.spanisharts.com](http://www.spanisharts.com)
- [www.nga.gov/collection/gallery/gg30/gg30-main.1.html](http://www.nga.gov/collection/gallery/gg30/gg30-main.1.html)
- [www.mixedup.com/foodsongs](http://www.mixedup.com/foodsongs)
- [www.poemhunter.com](http://www.poemhunter.com)
- [www.art.com](http://www.art.com)
- Standards for Foreign Language Learning: Preparing for the 21<sup>st</sup> Century
- Michigan Curriculum Framework, World Languages: Content Standards and Benchmarks (1998)

- ESL Standards for Pre~K12 Students (1997)
- No Child Left Behind Act of 2001
- ACTFL Performance Guidelines for K-12 Learners
- ACTFL Proficiency Guidelines: Speaking (1999 revision)
- ACTFL Proficiency Guidelines: Writing (2001 revision)
- Michigan English Language Proficiency Standards for K-12 Schools
- Standards for Foreign Language Learning in the 21<sup>st</sup> Century (National Standards in Foreign Language Education Project, 2006)
- Ven Connigo Interactive CD-ROM program level 1
- Ven Connigo Videodisc level 1 and 2