

# COMMON CORE MODULE TEMPLATE

Course Spanish 8 Topic: Meal Taking

## STAGE 1 – Desired Outcome

**LOTE & Common Core Literacy Standards:**

**R7: Integrate and evaluate content presented in diverse formats and media including visually and quantitatively as well as in words.**

**W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

**SL1: Prepare for and participate in a range of conversations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.**

**SL2: Integrate and evaluate content presented in diverse formats and media including visually and quantitatively as well as in words.**

**L1: Demonstrate command of the conventions of standard grammar and usage when writing or speaking**

**Cultures: Practices and Products: Examine, compare, and reflect on products, practices, and/or perspectives of the target culture.**

**Connections: Acquire information from other content areas using authentic sources.**

**Comparisons: Evaluate similarities and differences in the perspectives of the target culture as found in multimedia and digital/print resources.**

**Understandings:**

Students will understand that when and what we eat can affect the quality of our lives.

Students will understand that geography and culture influence our diet and meal taking preferences.

**Essential Questions:**

What is the relationship between what we eat and good health?

**Students will be able to:**

**\*identify the important components of a healthy breakfast in Spanish**

**\*identify the reasons why it is important to have a good breakfast in Spanish**

**\*comprehend print and video texts in Spanish on the topic of healthy breakfasts**

**\*engage in discussions in Spanish about healthy breakfasts**

**\*write a persuasive letter in Spanish on the importance of providing a healthy breakfast at school.**

## STAGE 2- Assessment Evidence

**Performance Tasks:**

**Interpretive:**

**Listen to 3 people describe what they eat for breakfast and be able to identify the food items each person typically eats.**

**View Youtube describing the benefits of a healthy breakfast. Note differences between U.S. and Spain breakfasts.**

**Interpersonal: Discuss what they typically eat for**

**Other Evidence: (Quizzes, tests, homework, journals, etc.)**

**Venn diagram comparing breakfasts in different countries**

**Class discussion on elements of healthy breakfast and reasons breakfast is important.**

breakfast and whether it is a healthy breakfast based on audio clips, YouTube and articles they have read.

**Presentational:** Write about their daily breakfast and analyze whether it is a healthy breakfast. Write note to mother containing a shopping list for breakfast foods that will make visiting student from Spain feel at home. Write a letter to their principal advocating for the school to serve breakfast at school.

## STAGE 3 – Learning Plan (Learning Activities/Reading Strategies)

**Day 1:** Review food vocabulary by having students classify food items by food groups. Students look at food plate recommendations create a healthy daily diet plan.

**Day 2:** Students listen to recordings of people describing what they have for breakfast. They complete Venn diagram describing breakfasts in US, Spain, and Colombia. Students interview each other regarding their breakfast habits. For homework: write a blog entry describing their typical breakfast.

**Day 3:** Students view a YouTube clip from Spain describing the elements of a healthy breakfast and the benefits of having a breakfast. They read an article listing the benefits and elements of a healthy breakfast. They write a note to their mother recommending food items to buy to make their Spanish visitor feel at home.

**Day 4:** Summative Assessment part 1: View a YouTube clip describing the consequences of not having a good breakfast. They also read an article listing the benefits of healthy breakfast and have to identify these benefits.

**Day 5:** Students interview each other: one student has to persuade the other to eat breakfast every day using information gained from the texts. Using supporting details from the YouTube clip and articles read yesterday, students write a letter to their school principal requesting that the school serve breakfast to ensure all students have the opportunity to have a healthy breakfast. They should include reasons breakfast is important to all students.

### ACADEMIC VOCABULARY:

Recomendar, diario, dieta, saludable, los beneficios

### RESOURCES:

1. Audio files describing what people have for breakfast:  
[http://www.audio-lingua.eu/IMG/mp3/Mi\\_desayuno.mp3](http://www.audio-lingua.eu/IMG/mp3/Mi_desayuno.mp3)  
[http://www.audio-lingua.eu/IMG/mp3/Desayuno\\_Irene.mp3](http://www.audio-lingua.eu/IMG/mp3/Desayuno_Irene.mp3)  
[http://www.audio-lingua.eu/IMG/mp3/Mi\\_desayuno\\_2.mp3](http://www.audio-lingua.eu/IMG/mp3/Mi_desayuno_2.mp3)
2. Youtube clips: [http://www.youtube.com/watch?v=nVr\\_kjHxqWw&noredirect=1](http://www.youtube.com/watch?v=nVr_kjHxqWw&noredirect=1)
3. <http://www.youtube.com/watch?v=9rIpsIMfyPI>
4. Articles: <http://www.bebes.net/alimentacion/ideas-para-desayuno-para-ninos-nutritivo-ii/>
5. [https://docs.google.com/document/d/1jXH4WDB4JtG9vCNMj4UR\\_3foeiuzH3PgSV3kr-YNBCw/edit?usp=sharing&pli=1](https://docs.google.com/document/d/1jXH4WDB4JtG9vCNMj4UR_3foeiuzH3PgSV3kr-YNBCw/edit?usp=sharing&pli=1)