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# Proyecto Desarrollo: Café Saludable [9th-11th grade]

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: Proyecto Desarrollo: Café Saludable

Grade Level: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>: Spanish I

Subject/Topic Area(s): Spanish, Geography, Health, Economics

Designed By: Susanna Pierce

Time Frame: 3 weeks

School District: Leander Independent School District

School: Cedar Park High School

School Address and Phone: 2150 Cypress Creek Rd., Cedar Park, TX 78613

**Brief Summary of Unit** The United Nations Development Program seeks to eliminate poverty by promoting economic growth among underdeveloped and developing nations. Professionals within the organization strive to improve education, health standards, and infrastructure of these nations in order to boost standards of living.

Because the majority of Latin America consists of developing nations, equipping the next generation with the basic Spanish language skills and economic knowledge to address the issues of our world's poorest nations is imperative. Through collaborative efforts, we can address the Millennium Development Goals of alleviating the disease and poverty that pervade these countries.

In this interdisciplinary unit, students will combine their knowledge of Spanish vocabulary, health statistics, and economic concepts to help institute a developmental project in a Latin American country. Successful implementation of the project will help to raise the standard of living of the entire country. Students will begin with a series of learning adventures that will aid in the drafting of a developmental project to present to the United Nations. Specifically, they will create a low-cost restaurant that will provide both jobs and healthy dishes to the citizens of the impoverished community.

The unit will begin with an analysis of diets of countries around the world using basic Spanish vocabulary. Through discoveries during a Web Quest, students will internalize the pressing issues of specific Latin American countries in regards to health, and they will learn how these countries' diets are far from the ideal country's food pyramid. Ultimately, students will employ their knowledge of healthy cultures to create their abstract in Spanish for their Proyecto Desarrollo: Café Saludable. The abstract will include three parts, all written in Spanish: 1) a menu with healthful dishes native to the area 2) a recipe with their restaurant specialty for the future chef, and 3) a classified listing of the jobs needed in the restaurant for the local newspaper. They will present their proposal to class as if they were presenting to the United Nations Development Program. Their goal will be to receive a subsidy that would finance their project, ultimately helping in the development of the Latin American country.

**Unit: Proyecto de desarrollo: CAFÉ SALUDABLE**

**Grade: 9<sup>th</sup>, 10<sup>th</sup>**

**TEKS: 1A, 1B, 1C, 2A, 2B, 3A, 3B, 3C, 4B, 5A**

**Stage 1: Desired Results**

**Understandings**

*Students will understand that...*

Geography, socioeconomic status, and culture affect diet, and consequently overall health

**Essential Questions**

- How do location and geography influence diet?
- What is a healthy culture?
- Is our culture healthy?
- What are authentic recipes served in Latin American countries?
- How does the average living standard of a country influence national health?
- How do restaurants meet the tastes and needs of their local communities?

**Knowledge**

*Students will know...*

- Food vocabulary and eating utensils in Spanish
- Various diets among cultures of the world
- Famous recipes found in Latin America
- Health statistics from Latin American countries
- Major agricultural exports from specific countries
- Direct objects in Spanish
- Commands in Spanish

**Skills**

*Students will be able to...*

- Employ Spanish food vocabulary to make comparisons of different cultures' diets around the world
- Identify informal commands in an authentic Latin American recipe
- Use direct objects when shortening a direction
- Conjugate stem-changing verbs to explain the diet of various Spanish speakers.
- Calculate Total Cost and Average Cost of an Inventory of a restaurant
- Integrate informal Spanish commands into their own projects

**Stage 2: Assessment Evidence**

**Performance Task:**

**Café Saludable:** Students will design a restaurant in a developing nation of Latin America to meet the demands and needs of one of its local communities. Based on the information discovered in the “Webquest”, students will design a menu that incorporates authentic dishes and meals served in their country of choice—their ultimate goal will be to have a low-cost restaurant that provides both jobs and healthful foods to the poorer citizens of the community.

**Other evidence:**

Food pyramid in Spanish

Oral Assessment over Stem-Changing Verbs, dry erase boards, and Venn-Diagram

Quiz over Vocabulary and stem-changing verbs

Quiz over informal commands and diet/health of a Latin American country

Webquest over health statistics, major exports, and popular recipes of Latin American countries

## Stage 3: Learning Activities

### Day 1: What is a healthy culture?

- Ch. 6A Vocabulary

Introduce the unit by discussing the first essential question. Students will participate in a Chalk Talk to answer “What is the healthiest culture?” and “What foods are eaten by the healthiest culture?” Then, the teacher will present a slide show of the Times images demonstrating what varying cultures eat, and as students answer questions about each country’s budget and overall health. The teacher will then introduce the Vocabulary from Ch. 6: La comida. The students will create their own food pyramid using food vocabulary in Spanish to represent the healthiest country from the Slide Show. As a closing activity, the teacher will have students complete a survey online over the healthiest culture they chose to represent their healthy food pyramid.

- **What the World Eats** <http://www.time.com/time/photogallery/0,29307,1626519,00.html>
- **Poll Everywhere** [www.polleverywhere.com](http://www.polleverywhere.com)

### Day 2: What is a healthy culture? Are we a healthy culture?

- Stem-changing Verbs

The teacher will begin class by reviewing the vocabulary from the first day. She/he will use note cards to have students participate in the classroom activity of “Yo tengo. ¿Quién tiene?” After reviewing the material, the teacher will use a clip from “Supersize Me” to show how consuming fast food affects health. Students will then take notes over 4 new stem changing verbs. (poder, preferir, servir, probar). They will practice the 4 verbs on dry erase boards, and then use these verbs to answer the questions:

1. *¿Qué prefieres para comer cada día?*
2. *¿Qué sirven en tu restaurante favorito? ¿Qué sirve tu abuelo durante cenas grandes?*
3. *¿Cómo puedes cambiar tu dieta?*
4. *¿Qué pruebas en un restaurante de Chile?*

The teacher will use “Levántense” to have students orally respond to the questions after finishing the guided practice. As they finish, they will practice stem-changing verbs with a “boot worksheet.”

As an exit slip, the students will say 3 ways in Spanish they are able to change their diet (poder), 2 things that they can taste (probar) to be healthier, and 1 thing they could serve (servir) to the class that would be healthy.

### Day 3: How do location and geography affect diet?

- Stem-changing Verbs

The teacher will begin class by having students return to their food pyramids. Students will practice conjugating stem-changing verbs (preferir, servir). On the back of their pyramids, students will write 2 sentences stating what their own countries prefer to eat and what the families serve in their healthy culture.

1. *Mi país prefiere \_\_\_\_\_ y \_\_\_\_\_.*
2. *Las familias sirven \_\_\_\_\_ y \_\_\_\_\_.*

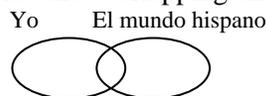
The teacher will then allow certain students to share their answer to the class aloud. After, the teacher will begin a discussion of how geography and climate influence diet. She/he will have students describe the terrain in 5 different Latin American countries based on topographical maps shown in a powerpoint. She/he will elucidate how people closer to the ocean might eat more fish, communities that have more rain and fertile soil eat more fruits, and Argentines close to the pampas eat more meat. This structured conversation will clarify why geography influences diet. After, students will participate in a kinesthetic activity to practice stem-changing verbs. They will make flashcards with conjugations of 5 verbs. The flash cards will be color coordinated as follows with the stem change and meaning on the front, and the conjugations on the back:

- Blue: O → UE (probar) (poder)
- Green: E → IE (preferir)
- Yellow: E → I (servir)
- Red: U → UE (almorzar)

As the students finish the activity, the teacher will show a map indicating the major exports for specific Latin American countries. She/he will read Spanish statements aloud about these countries using these verbs. As students hear the verb in the sentence, they will hold up the verb card that reveals the verb heard in the sentence. (The colored cards will help the teacher decipher which students are having difficulties hearing the verbs.) She/he will randomly choose students to say the Spanish verb form they heard in the sentence and which country might fit the statement. Example sentences might be:

1. *Este país sirve mucha carne. (Argentina)*
2. *Las muchachas aquí prefieren mucho café. (Columbia)*
3. *La gente aquí prueba muchas bananas. (Costa Rica)*

To finish the day, students will make conclusions about varying Latin American diets using the stem-changing verbs. A map they fill out will indicate the major exports from Latin American countries, along with certain terrain. Using this aide, they will fill out a Venn-Diagram to compare their own diet with specific countries in Latin America. Students will write a sentence in Spanish stating what 4 countries serve, prefer, taste, or eat for lunch. They will then answer the same questions about themselves in the opposite circle. Finally, they will describe how their diets are similar to others using the pronoun “we” + two verbs of choice inside the overlapping circles.



#### Day 4:

- Written Assessment, Ch. 6A Quiz (Vocabulary and Stem-Changing Verbs)

The teacher will review information over the previous 3 days, and have students take Ch. 6<sup>a</sup> quiz. The quiz will include a few questions over major exports and specific terrain of Latin America.

#### Day 5: What are authentic recipes served in Latin American countries?

- Informal Commands

The teacher will begin class with a “Think, Share, Pair” directing students to brainstorm their favorite meals and restaurants in different regions of the United States—the Northeast, the Southeast, Texas, and the West. Students will then share to the class their answers, as the teacher explains how both geography and culture influence diet in these locations. Subsequently, the teacher will explain how to write Informal Commands in Spanish. To apply their knowledge, students will look at a popular recipe from Honduras to identify commands in Spanish. In it, they will define specific ingredients and commands. Following this guided practice, students will watch a clip from a Spanish cooking show to listen to and practice writing commands in Spanish.

For homework, students will go to the following website to pick out a favorite recipe from one of the Latin American countries listed:

<http://www.univision.com/content/content.jhtml?cid=446908>

They will print out the recipe and underline and define at least 5 commands and 3 ingredients they recognize. (This activity will be used in their final project.)

#### Day 6: What are authentic recipes served in Latin American countries?

##### How does the average standard of living influence health?

- Informal Commands
- Direct Objects

The teacher will review commands by using the students' homework from the previous class. Multiple students will present the commands they found and information about their recipe of choice. The teacher will practice more commands on dry erase boards as an assessment for learning. After, students will learn about direct objects and their placement in commands through direct instruction. As a guided practice, heterogeneous groups will use manipulatives to attach direct objects to positive commands. As the groups finish, the teacher will discuss the following probing questions:

1. *Why did more people in Mexico contract the swine flu than in the United States?*
2. *Why is death from malaria more common in countries of Africa than in the United States?*

After all groups discuss both questions, the teacher will show two clips related to health in different countries. As they watch the videos, individuals will answer the following probing questions:

1. *What are the conditions of the Mexican village around Edgar?*
2. *Describe three ways disease might have spread faster in this small village?*
3. *How might community members prevent the spread of flu?*
4. *In what ways might community health differ in the United States and Liberia?*
5. *Why might similar villages of developing nations face more health risks than cities of Texas?*

### **Patient Zero: CNN Video Clip**

<http://edition.cnn.com/video/#/video/health/2009/04/29/dcl.gupta.swine.flu.mexico.cnn?iref=videosearch>

### **Children's View, Picturing Malaria in Liberia:**

[http://www.unicef.org/photoessays/index-pe\\_25213.html](http://www.unicef.org/photoessays/index-pe_25213.html)

As a culminating activity, groups will discuss ways that community members can prevent the spread of disease using commands. Examples might be cover your mouth, wash your hands, sleep eight hours, eat fruits, drink water, etc. They will then translate these phrases into Spanish commands with direct objects for homework.

### Day 7: Buffer Day

- Informal Commands
- Direct Objects

Review commands with the suggested song, *Dímelo* by Enrique Iglesias. Before playing the song, the teacher will explain how Enrique's home country, Spain, is one of the most developed Spanish-speaking countries, and the UNDP's ultimate goal is to enable other Latin American countries to experience similar economic stability. Students will listen for lyrics in the song after learning about the economy of Spain before its entrance into the European Union.

After, the class will compare Spain's standard of living to other countries worldwide by looking at other photo essays. At the end of class, students will complete a review for their Quiz over Commands and Direct Objects.

Other recommended photo essays from UNICEF's website are:

*Children and Water, Excluded and Invisible, Progress for Children: Water and Sanitation*

### Day 8: Assessment of Commands, Direct Objects and Health Discussions: Quiz Ch. 6B

### Day 9: What are authentic recipes served in Latin American Countries?

#### How does the standard of living affect national health?

- Culmination of Unit
  - Introduction of Project
  - Webquest

After introducing the project, students will go to the computer lab to complete their Webquest over Latin America. They will visit several websites that will provide pivotal information for their development project.

#### **Day 10: What are authentic recipes served in Latin American Countries?**

##### **How does the standard of living affect national health?**

- Explanation of Project
- Work day on Menu

The teacher will frame a conversation in class by using Philosophical Chairs; the activity will evoke varying opinions from all students. After hearing each statement, students will respond in agreement or disagreement through movement. The teacher will then allow for discussion. (see link):

1. *The health standards in the United States are better than the health standards in Mexico.*
2. *Health coverage is a universal right.*
3. *It is the obligation of developed nations to assist developing nations.*
4. *Latin American countries are healthier than the United States.*

After the activity, the teacher will show the students a menu of a restaurant opening in Guatemala. She/he will describe each of the required parts included in the rubric and why the menu will meet the needs of the Guatemalan community of *La Union*. This modeling will clearly demonstrate the teacher's expectations. The students will then have time to work on their rough drafts and begin the final copy of their menu.

For homework, the students must complete the rough draft of their menu.

- **Philosophical Chairs** <http://www.lawanddemocracy.org/discussion.philos.html>

#### **Day 11: Work Day**

- Explanation of Cost Sheets
- Completion of Menu
- Start of Inventory List with costs

At the beginning of class, the teacher will model how to fill out the Inventory Sheet. Students will complete a practice example as she/he explains. The explanation will clarify how to calculate the total costs and the average costs in their own restaurants. After, students may have their rough drafts checked, complete their menus, or start filling out their inventory lists.

#### **Day 12: Final Work Day**

- Description of Recipe for Cook
- Compilation of Project for Presentation

The teacher will explain how to assemble the project for presentation. Students will finish all three components of the project. The last twenty minutes of class, students will revise projects in groups of three through warm and cool feedback.

For homework, students will complete all parts of their project, and prepare for their presentations.

#### **Day 13: Presentations**

- Presentation for United Nations / NGO
- Peer evaluation

Students will present their projects following the presentation rubric. (see attachment) Each class will have three nominated leaders serve on the board, and the remaining students will be country representatives. The three committee leaders will facilitate the presentations. As each student presents, representatives will evaluate the project, and ultimately decide whether funds should be allocated to sponsor their project.

For homework, students will collect donations to allow the class to sponsor a child in a Latin American country of choice.

Day 14: Presentations

- Presentation for United Nations / NGO
- Peer evaluation
- Adoption of Latin American child in a community of choice

As the presentations conclude, students will fill out a self-evaluation sheet and assess themselves. They will also answer questions about the unit to provide feedback to the teacher for future projects. Finally, students will cast their vote to help decide which Latin American child to sponsor. The remainder of the week, students may bring in donations for the sponsorship of a child overseas. In effect, students will be assisting in the Millennial goals of the United Nations Development Program. Also, the country the presenter that receives the most votes will be able to make the final decision of which child to sponsor.

# Proyecto de Desarrollo: Café Saludable

We have examined the cultural and economic situations of various Latin American countries and their health repercussions. Using your notes, your practice from class, and your Web quest, you are to design a restaurant in a developing nation of Latin America to facilitate economic growth in the region. Your project abstract will be presented to the “United Nations Development Program” or another non-governmental organization to convince the board members to subsidize the implementation of your project. You must prove your project is low cost and will benefit the community in each segment to receive sponsorship.

In your development project, you will include three parts for the counsel. The project will count as a **test grade**. When completed, you will include each of the following in a folder to receive full credit:

Item	Description	Points possible	Student Check list	Points received
Menú: Cover	Includes the name of your restaurant, the country of location, the hours of operation, and a logo for your restaurant	10		
Menú: Aperitivos	Includes at least 3 items listed that might be appetizers served in your country with a price in the local currency	6		
Menú: Bebidas	Includes at least 4 beverages in Spanish with a price listed in the local currency	8		
Menú: Platos principales	Includes at least 3 types of meat to be served as your entree with a price listed in the local currency	6		
Menú: Platos para Acompañar	Includes at least 4 vegetables and 3 fruits to use as side dishes for meals	14		
Menú: Postres	Includes at least 3 desserts with a price listed in the local currency	6		
Menú:El plato especial	A description of your specialty dish that you provide a recipe for	5		
Appearance	Includes color, an image on the front, and neat characters throughout the menu	10		
Overall: Menu	Includes all parts of the menu on a tri-fold representation with at least 4 dishes discovered during the Webquest	5		
La lista de gastos	Includes an inventory list that has the Spanish words, unit costs, and final costs for each item needed	20		
La Receta	A hardcopy of your specialty recipe with 5 ingredients defined and 5 commands underlined and defined	10		
Total	(summation of Items 1-11)	100		

Final Project Due date: \_\_\_\_\_

Rough draft due date: \_\_\_\_\_

## Práctica para el Menú:

Location of restaurant in Spanish: \_\_\_\_\_

Hours of operation in Spanish: \_\_\_\_\_

Specialty dish with explanation of why it's healthy:

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Currency converter: \_\_\_\_\_ = 1\$

Menú Categoría	Comida	Precios (in local currency)
Aperitivos (3)		
Bebidas (4)		
Platos principales (3)		
Platos para Acompañar (4 verduras y 3 frutas)		
Postres (3)		
El plato especial		

Logo:

## Los Gastos Previstos

### A. MATERIALES, Y SUMINSTROS (materials and supplies)

<u>English Item</u>	<u>Spanish</u>	<u>Unit Price (\$)</u> <u>(P)</u>	<u>Quantity</u> <u>(Q)</u>	<u>Total Cost</u> <u>(PXQ)</u>	<u>Average Cost</u> <u>(TC/Q)</u>
Spoons					
Knives					
Plates					
Forks					
Bowls					
Glasses					
Chairs					
Tables					
Chairs					
Refrigerators					
Dishwashers					
Total	_____	_____			

### B. LOS SUELDOS (salaries)

<u>English Item</u>	<u>Word in Spanish</u>	<u>Unit Price(\$)</u> <u>(P)</u>	<u>Quantity</u> <u>(Q)</u>	<u>Total Cost</u> <u>(PXQ)</u>	<u>Average Cost</u> <u>(TC/Q)</u>
Cooks	<u>Cocineros (as)</u>				
Waiters Waitresses	<u>Meseros (as)</u>				
Busboys	<u>Ayudantes de meseros</u>				
Total	_____	_____			

Total Cost \_\_\_\_\_ (Table A + Table B)

# La presentación

For your presentation, you will speak in both Spanish and English to the multilingual audience. Use the following outline as a guide during your presentation to the committee. You may use a note card to help you, but may only have the outline on your note card. Each presentation should last between 3-4 minutes. Your presentation will count as a test grade. In it, you must include each of the following to receive full credit:

- A. Introduction (Spanish) 20 points
  - a. Greet the audience (Hola/Buenos dias)
  - b. Introduce yourself (Me llamo...)
  - c. Tell where you are from (Soy de...)
  - d. Tell how old you are (Tengo # anos.)
  
- B. Description of Project Location (English) 20 points
  - a. Give the city and country you chose
  - b. Give basic information on the health indications of the area from your webquest
  - c. Give basic geographical information with major agricultural products
  - d. Explain popular food that is eaten in the area
  
- C. Explanation of Project Draft (English and Spanish) 40 points
  - a. Explain the benefit of your restaurant (English)
  - b. Explain the proposed menu for your Restaurant
    - i. Specialty dishes and prices
  - c. Describe your selected Specialty (Spanish)
    - i. State why it was selected as the main dish
    - ii. Read a few steps for the recipe (Spanish)
  - d. Explanation of your Costs
    - i. Discuss how many customers you predict will come to the restaurant to show why you need the specified numbers of supplies
    - ii. State the total cost of you project
    - iii. State the salary you guarantee for each employee
  
- D. Questions from Representatives 10 points
  - a. The Board will select certain representatives from various countries to ask you specific questions about your project before evaluating your project
  
- E. Professionalism 10 points
  - a. Speak clearly and articulately
  - b. Dress in Business casual
  - c. Make eye contact with the audience while defending your restaurant proposal
  
- F. Extra Credit 10 points
  - a. Cook a sample of your specialty recipe for the committee to taste to convince them of the healthiness and tastefulness of your restaurant

Rubric: Teacher or Representative

Nombre \_\_\_\_\_ clase \_\_\_\_\_ pais \_\_\_\_\_

Item	Description	Points Possible	Point Received
Introduction (Spanish)	Introduces himself/herself with a greeting, introduction, origin, age	20	
Description of Project (English)	Describes city/country of restaurant, health indicators, geography/exports, authentic dishes	20	
Presentation of Draft (Spanish and English)	Explains benefits of restaurant, menu and prices of dishes, recipe (Spanish), Inventory list	40	
Questions from Representative	Clearly answers question from committee representative	10	
Professionalism	Speaks coherently, dresses appropriately, and addresses each of the issues thoroughly with minimal usage of a note card	10	
Extra Credit	Brings authentic food to convince the committee of the overall quality of the restaurant specialty dish	10	
Total	Summation of Items 1-6	110	

Rubric for Teacher or Representative

Nombre \_\_\_\_\_ clase \_\_\_\_\_ pais \_\_\_\_\_

Item	Description	Points Possible	Point Received
Introduction (Spanish)	Introduces himself/herself with a greeting, introduction, origin, age	20	
Description of Project (English)	City/country of restaurant, health indicators, geography/exports, authentic dishes	20	
Presentation of Draft (Spanish and English)	Explains benefits of restaurant, menu and prices of dishes, recipe (Spanish), Inventory list	40	
Questions from Representative	Clearly answers question from committee representative	10	
Professionalism	Speaks coherently, dresses appropriately, and addresses each of the issues thoroughly with minimal usage of a note card	10	
Extra Credit	Brings authentic food to convince the committee of the overall quality of the restaurant food	10	
Total	Summation of Items 1-6	110	