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Para mantener la salud [9th-11th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Para mantener la salud

Grade Level: 9-12

Subject/Topic Area(s): Spanish

Designed By: Maria S. Allen

Time Frame: 2 weeks (90 minute block schedule)

School District: Northeast Independent School District

School: Robert E. Lee High School

School Address and Phone: 1400 Jackson Keller, San Antonio Texas, 78213, 210-442-0300

Brief Summary of Unit (Including curricular context and unit goals):

Food and nutrition are an integral part in the study of a country's lifestyle. There are many factors that influence the diet and exercise regimen of a nation and its culture. Some of these factors include diet and exercise. In understanding a region's culture, one must compare how our own lifestyle is affected by the diversity of cultures here in the United States. To encourage this understanding, students must be aware of the cultural similarities and differences of these lifestyles. Students will be exposed to ideas about nutrition and exercise based on a global comparison of the eating and exercise habits of Spanish speaking countries to those of their own culture in the United States. Students will be asked to research not only other Spanish speaking countries, but share from their personal backgrounds. They will be able to assess the correlation of their own food/exercise choices based on the culture in which they live.

Students will also be required to express their preferences for certain foods and give advice on making healthier food choices.

The unit begins with the introduction of basic Spanish vocabulary that must be utilized to perform several assessments. Students will be asked to perform nutritional tasks, such as inquiring about the contents of the food pyramid, based on the guideline provided by the USDA, and calculating the caloric value of a particular food.

Students will also be asked to complete various activities from the textbook to further their understanding of the origin of the names of foods within the Spanish speaking world.

Unit: Para Mantener la Salud

Grade: 9-12

TEKS:

01.A.01;01.A.02;01.A.03;01.B.01;01.B.02;01.C.03.01;01.C.04;01.C.05;01.C.06;02.A.01;02.B.01;03.A.02;03.B.03;04.A;05.A.02

Stage 1: Desired Results

Understandings

Students will understand that...

Culture influences dietary choices and physical activity.

Proper nutrition and exercise influence over all health.

Essential Questions

- 1- How does culture influence what you eat?
- 2- How is proper nutrition similar/ different in Spanish speaking countries?
- 3- What factors influence a healthy lifestyle?

Guided Questions

- **How does food choice, stress, and exercise all affect how healthy you are?**
- **What foods should be eaten/what foods should be avoided?**
- **Are you a healthy eater? Have you ever calculated the calories for a specific meal to see if it is good for you?**
- **What are some popular exercises/out-door activities in U.S. and in other Spanish speaking countries?**
- **What are some out-door activities/exercises do you do daily, weekly, etc?**
- **What advice would you give a friend or family member as to what foods and exercises they should incorporate in their lifestyle?**

Knowledge

Students will know...

- ❖ Vocabulary for foods in Spanish
- ❖ Types of foods and their nutritional value
- ❖ Vocabulary for exercises& out-door activities in Spanish
- ❖ Give advice using you should/ should not-Tu debes/no debes
- ❖ Use of prefiero, prefieres (I prefer/you prefer)
- ❖ USDA Food pyramid
- ❖ Common foods are known differently depending on the region

Skills

Students will be able to...

- ❖ Identify healthy foods in Spanish
- ❖ Compare/contrast exercises popular in U.S. and in Latin American countries
- ❖ Give advice, in Spanish, to a friend on making healthier food choices.
- ❖ Calculate caloric intake of different meals

Stage 2: Assessment Evidence

Performance Task:

Diario Nutritivo: Instructions: Students will work with a partner to keep a nutritional diary and then make suggestions for healthier meals. They will record their information based on what their partner eats on Monday, Wednesday, and Friday. Students must calculate the total calories in each meal so that we can compare positive and negative eating habits. Students will also include any physical activity that their partner participates in. (Their partners will do the same.) Then, students will make up a meal plan for their partners and replace any unhealthy meal choices with healthier ones. Again, meals will be created and caloric intake must be calculated. Students must also include exercises that will help their friend maintain a healthy lifestyle. The meals must include a food from the following groups: meat, vegetable, fruit, dairy, beverage

Other evidence: *Vocabulary recognition quiz 3b-1,3b-2; workbook pages 3b-1 thru 3b-4, online activity (www.phschool.com--jcd-0311), chapter 3b exam*

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Day 1: (Based on block schedule)

Introduce the unit by presenting all of the essential questions that will be answered upon completion of the unit. To get the students thinking about nutrition and health, have each student write on their warm up activity sheet about what their favorite foods are and ask if ask to rate them as healthy or not. Also ask students to write about their own perceptions of health, and if culture has influenced their food choices. [What factors influence a healthy lifestyle?] Ask them to brainstorm storm about different factors that may or may not affect lifestyle choice; on warm up sheet.

Students will be introduced to the vocabulary from chapter which includes foods and beverages. Students will also review food pyramid diagram in textbook and practice repeating the words for comprehension. Students will create a 3D pyramid using the diagram on page 148 and label the foods in English and in Spanish.

Day 2:

Students will read a cultural reading “Fondo Cultural” that introduces the idea that not all foods are called the same in every Spanish speaking country. [How does culture influence what you eat?] Have students fill out a Venn diagram comparing and contrasting a beverage popular in the U.S. and the one mentioned in the reading (El mate from Uruguay, Paraguay, and Argentina.) Students will complete a vocabulary worksheet in which they will be asked to define the vocabulary words both in English and in Spanish, using textbook pages 144/168, and then provide a graphical representation of that word on the page and write a sentence with the word to demonstrate comprehension and sentence structure. Students will watch a video that shows a group of friends in Costa Rica enjoying lunch at a local restaurant. They will be exposed to some of the foods native to that region. They will answer some questions at the end of the video to assess comprehension of the dialogue. Students will also complete the following activities in the textbook; Activity 4 p. 152, Activity 7 p. 153, and Activity 9 p. 154.

Day 3:

Review the vocabulary of the foods and beverages before a quick textbook assessment in the form of a quiz. Review how to say “you should”/ “you should not” in Spanish before beginning a mini project. Review I prefer/you prefer in Spanish. P. 157 “Conexiones: Las matemáticas”. Allow time in class for students to take a survey in the class, and then reconvene to share data/results.

A graph will be made to represent each class period's food preference per food group. Students will then be asked to reflect on data and make a correlation, if any, to their own cultural influences. [How does culture influence what you eat?]

Students will be introduced to final performance assessment. Students will begin the performance project in class. They will be paired up with a partner in order to review the dialogue they must create between them based on their personal food diary. Handouts will be given out to students, and procedures and expectations will be presented. Students will be allowed at the end of every class period to get to write down their meal for that day and keep tabs of their exercise routine on their handout.

Day 4: *online activity* (www.phschool.com--jcd-0311). Students will go to the computer lab to complete online activity. Then students will research information about some of the more popular out-door activities in a particular country and create a power point presentation and present their findings to the class. Students will pick a country out of a hat, include country info such as capital, population, and then find 5 activities that are popular in their chosen country and 5 activities that are popular in the U.S and compare and contrast them. Then student will find 3 popular dishes in that country and compare them to 3 popular dishes in the U.S. to see which country is more health conscious. [How is proper nutrition similar/ different in Spanish speaking countries? (Time will allowed to work on performance assessment)]

Day 5: Students will present power point presentations to the class.

Day 6: Students will read "Exploración del lenguaje" p. 160 to find out where many foods in the Spanish language came from. Students will match up words in other languages to Spanish words. Activity 19 p. 161-Students will read an ad for a local pizzeria and answer the comprehension questions that follow. Students are asked to look for cognates in the ad and make 3 recommendations in Spanish for a healthier pizza. (Teacher note: explain that a *molcajete* can also be called *mortero*, *mano de moler*, or *pilón y maseta*.) Students will take turns reading aloud the story on page 162-163 about what athletes eat in different countries. Students will be asked to evaluate this meal and compare it to one of their own. How does it differ? How is it similar? Students will share their answers out loud and receive a participation grade for their reading as well. Students will then answer questions to assess their comprehension on page 163. [How is proper nutrition similar/ different in Spanish speaking countries? (Time will allowed to work on performance assessment)]

Day 7: Students will begin presenting their performance assessment to the class in pairs. There will be a feedback portion at the end of each presentation to allow classmates to ask question or share constructive ideas.

Day 8: Finish presenting projects

Day 9: Review for unit exam

Day 10: Unit exam

Nombre: _____

Fecha: _____

Clase: _____

La pirámide de la nutrición
Nutrition Pyramid

Vocabulario Capítulo 3B

Directions: Fill in the table below with the missing information found on p. 144/168 and draw a graphical representation of the word in the last column. Then write a sentence using the vocabulary.

Spanish	English	Drawing	Sentence
Las carnes			
	beefsteak		No me gusta nada el bistec.
			
El agua			
			
	lemonade		
La leche			

Nombre: _____

Fecha: _____

Clase: _____

La pirámide de la nutrición
Nutrition Pyramid

Vocabulario Capítulo 3B

Directions: Fill in the table below with the missing information found on p. 144/168 and draw a graphical representation of the word in the last column. Then write a sentence using the vocabulary.

Spanish	English	Drawing	Sentence
Tengo sed			
			
			Es bueno caminar en la mañana.
	Grains;cereals		
Salad			

Otras expresiones: p. 168 (define in English)

yo hago

tú haces

para la salud

para mantener la salud

yo prefiero

tú prefieres

deber; you debo

tú debes

creer

creo que si

creo que no

(no) estoy de acuerdo

por qué?

porque

Power Point Presentation Comparing & Contrasting Countries

Task:

You will pick a country out of a hat, include country info such as capital, population, and then find 5 activities which are popular to that country and 5 activities that are popular in the U.S and compare and contrast them. Then you will find 3 popular dishes in that country and compare them to 3 popular dishes in the U.S. to see which country is more health conscious, based on the food pyramid guidelines outlined by the USDA. You will create a power point of no more than 5 slides explaining your findings, and present them to the class. The last slide should include your conclusion based on the research you did such as: I learned that Argentina and the United State's diets are similar or different (then present your conclusion.)

[Addressing EQ, How is proper nutrition similar/ different in Spanish speaking countries.]

Fill out the questions below to help in creating your power point.

- 1) What is my country? _____
- 2) Where is my country located? _____
- 3) How big is my country? _____
- 4) What is the capital of my country? _____
- 5) What is the population of my country? _____
- 6) 5 popular out-door activities in my country:

- 7) 5 popular activities in the U.S.:

- 8) 3 popular dishes of my country: (explain what they are)

- 9) 3 popular dishes in the U.S.

3D Food Pyramid

Task: you will be creating a 3D representation of the food pyramid using information from the USDA website. You must label each section for each food group, in Spanish. You must provide 2 examples of each group. The groups are:

- Grains
- Vegetables
- Fruits
- Milk
- Meats/beans

Then you will color your pyramid and cut it out and glue it, or tape it together. This will count as a participation grade (quiz grade).

You will get points deducted if the pyramid is not colored or if the information is incorrect.

100= Pyramid info is clear and correct, all sections labeled; pyramid is colored and well put together.

80= Pyramid info is missing (1 or 2 sections not labeled), 5 examples missing.

20= Pyramid is not labeled correctly, not colored and 6 or more examples missing.

0= Student did not turn in a Pyramid.

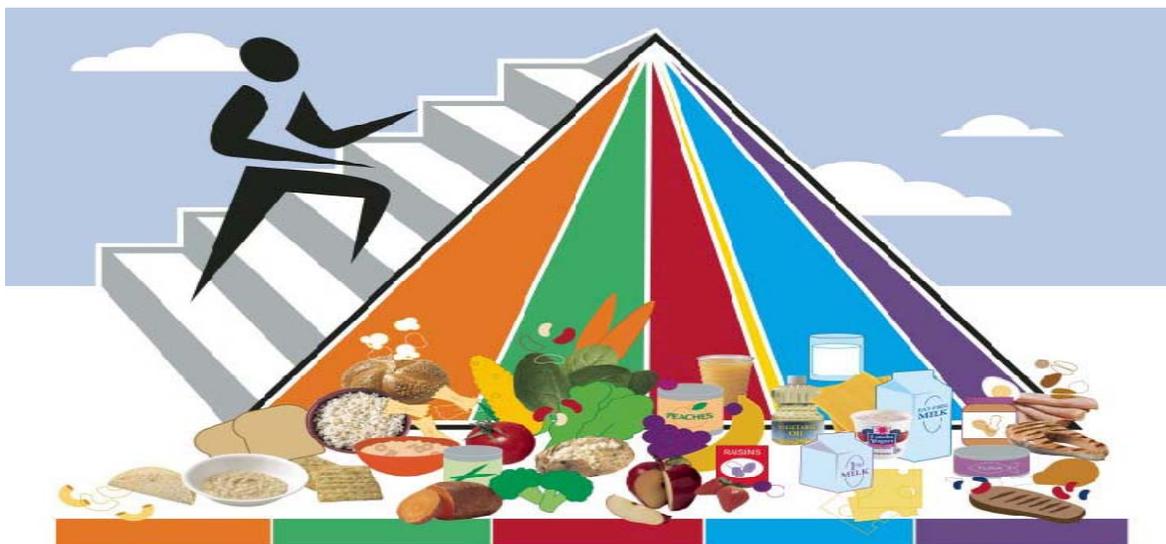
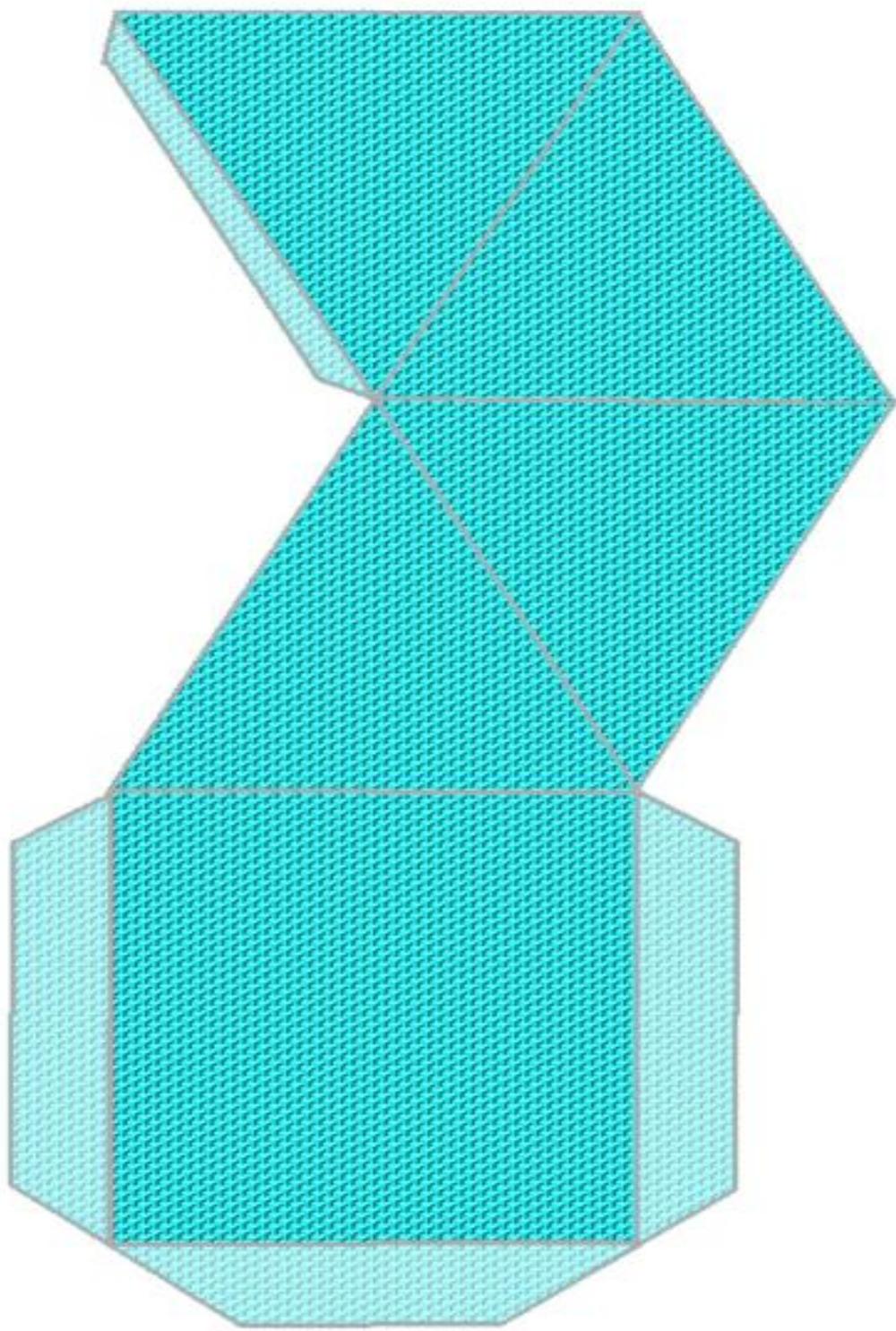


Image courtesy of <http://www.mypyramid.gov/downloads/MiniPoster.pdf>



Nutrition Diary

El diario nutritivo (Nutrition Diary): You are going to work in partners (2). You are going to keep a diary of the foods your partner eats and the physical activities that your partner participates in for 3 days: Monday/Wednesday/Friday. You are going to write the foods down on a worksheet and record what your partner eats for 3 days. After each meal, you must calculate the calories, using the website <http://www.thecaloriecounter.com/>. Then, using foods you already know make a meal plan for your partner that will include 3 days worth of healthier meals. You may go to www.usda.gov to get some information on planning a healthy, nutritious meal. You will need to have a breakfast meal, lunch meal, and a dinner meal in Spanish. In between these meals, you must also suggest exercises or physical activities that can be done. Each meal must include: **meat, vegetable, fruit, and beverage**. You must also calculate how many calories your new food choices have in order to compare the previous food choices with the newer healthier ones.

EACH DISH/MEAL SHOULD HAVE ONE OF THE FOLLOWING FOODS:

- *carnes* (meats)
- *verduras*
- *bebidas*
- *frutas*
- *cereales*
- *grasas*

Use calorie calculator to find the calories in each meal. <http://www.thecaloriecounter.com/>

Part 2: Presentación: You have just finished the nutritional diary. You are going to present to the class one of your suggestions of a healthy meal that you created. Don't forget to include the exercises too.

Yo (I): Hola (friend's name).

Your friend: Hola. Dime, que debo comer para mantener la salud?

Yo (I): Pues, para el almuerzo, debes comer un sandwich de jamon y queso.

Your friend: Que sabroso. Tambien tengo sed. Que debo beber?

Yo (I): Debes beber agua. Es muy bueno para mantener la salud.

Yo (I): Tambien debes caminar todos los dias en el parque.

Diario Nutritivo



Nombre: _____ /Nombre de pareja: _____

Fecha: _____

Clase: _____

WEEK #1

<u>Monday-lunes</u> El Desayuno: Ejercicio: # de calorías= <input type="text"/>	<u>Wednesday-miercoles</u> El Desayuno: Ejercicio: # de calorías= <input type="text"/>	<u>Friday-viernes</u> El Desayuno: Ejercicio: # de calorías= <input type="text"/>
El Almuerzo: Ejercicio: # de calorías= <input type="text"/>	El Almuerzo: Ejercicio: # de calorías= <input type="text"/>	El Almuerzo: Ejercicio: # de calorías= <input type="text"/>
La Cena: Ejercicio: # de calorías= <input type="text"/>	La Cena: Ejercicio: # de calorías= <input type="text"/>	La Cena: Ejercicio: # de calorías= <input type="text"/>

Healthy Diet Plan-WEEK #2

<p><u>Monday-lunes</u> El Desayuno:</p> <p>Ejercicio:</p> <p># de calorías= <input type="text"/></p>	<p><u>Wednesday-miercoles</u> El Desayuno:</p> <p>Ejercicio:</p> <p># de calorías= <input type="text"/></p>	<p><u>Friday-viernes</u> El Desayuno:</p> <p>Ejercicio:</p> <p># de calorías= <input type="text"/></p>
<p>El Almuerzo:</p> <p>Ejercicio:</p> <p># de calorías= <input type="text"/></p>	<p>El Almuerzo:</p> <p>Ejercicio:</p> <p># de calorías= <input type="text"/></p>	<p>El Almuerzo:</p> <p>Ejercicio:</p> <p># de calorías= <input type="text"/></p>
<p>La Cena:</p> <p>Ejercicio:</p> <p># de calorías= <input type="text"/></p>	<p>La Cena:</p> <p>Ejercicio:</p> <p># de calorías= <input type="text"/></p>	<p>La Cena:</p> <p>Ejercicio:</p> <p># de calorías= <input type="text"/></p>

Dialogue
Performance Assessment Part 2
Giving advice to a friend

Yo: _____.

Amigo: _____.

Yo: _____.

Amigo: _____.

Yo: _____.

Amigo: _____.

Double-check: Check all that apply:

- 1) I have 4-6 lines in my dialogue
- 2) I give advice using “debes” and “no debes”
- 3) I have lines for both characters (Yo/Amigo)
- 4) I give advice on a healthy meal to eat.
- 5) I give advice on a healthy beverage to consume.
- 6) My punctuation is correct. Remember to capitalize all words at the beginning of a sentence and to open and close phrases with exclamation marks/question marks if necessary.



Project/Oral presentation Rubric : Diario Nutritivo

Student Name: _____

CATEGORY	4	3	2	1
Diary (Possible points 20) Points: _____	Diary is complete with all of required information included in project.	Diary has missing components. New meal plan is partially completed.	Diary is half completed. New meal plan is missing.	Diary is 0-25% completed.
# of meals (Possible points 20) Points: _____	All meals (18 total) are represented.	Missing some meals (10-15) present	Missing meals (5-8) present	4 or fewer meals represented
Grammar/vocabulary (Possible points 20) Points: _____	All of vocabulary in Spanish, few to no grammatical errors. (5-10% errors)	80 % of vocabulary in Spanish, few grammatical errors, (15-35%)	50% of vocabulary in Spanish. 50% errors in grammar	0-25% of vocabulary in Spanish. 75% grammar errors.
Presentation (Possible points 20) Points: _____	Presentation is either entirely or majority in Spanish. Few mistakes	Presentation was 80 % Spanish and used appropriate vocabulary.	Presentation was 50% in English, 50% in Spanish.	Presentation was 80%-100% in English.
Overall Project (Possible points 20) Points: _____	Student was prepared to present and turn in all work.	Student was 80% prepared to present, little nervous, and work was 80% or more complete.	Student was not prepared to present but had at least 50% diary completed.	Student was not prepared to present, nor had diary completed.

Date Created: Jun 10, 2009 10:35 am (CDT)