

SHELBY COUNTY SCHOOLS WORLD LANGUAGES

LEVEL 2: Unit 3

Healthy Living

ANNUAL TARGET

How well are students expected to perform at the end of the year?



Unit Performance Targets

Teach to...

Intermediate Mid

Lowest acceptable performance...

Novice High

UNIT LEARNING TARGETS

What will students be able to do with what they know?

INTERPRETIVE

Listening

- I can understand when someone describes to me what is in a meal.
- I can understand a food advertisement.
- I can understand simple news stories about food and health.

Reading

- I can understand nutrition labels.
- I can understand flyers from a grocery store and food packages.
- I can understand an article about food and nutrition.

INTERPERSONAL Person-to-Person

- I can talk about ingredients in a dish.
- I can say whether something is healthy and unhealthy and why.
- I can talk about healthy food choices using healthy eating guidelines.
- I can talk to someone about my dietary needs.

PRESENTATIONAL

Speaking

- I can describe my eating habits, including traditional foods.
- I can express my dietary needs.
- I can give advice about healthy eating habits.
- I can present information on eating habits of people in other countries.

Writing

- I can write a description of traditional and/or typical foods.
- I can describe my eating habits and dietary needs.
- I can write out a daily diet for a healthy lifestyle.

Culture

What intercultural competencies will students be able to demonstrate with what they know?

PRODUCTS

- I can create a simple menu for a restaurant.
- I can write a review of a restaurant I've eaten at.

CULTURAL INTERACTIONS

- I can use healthy eating guidelines from different countries to describe eating habits.
- I can describe traditional meals from different countries. (i.e. French cheese, ratatouille, gazpacho, paella, flan, etc.)

PRACTICES

- I can read a menu and order at a restaurant.
- I can read a recipe and prepare the food in the recipe.



UNIT PERFORMANCE TASKS

How will students demonstrate what they can do with what they know?

PRESENTATIONAL SPEAKING

You are going to visit the target language country over fall break and your host mother sent you an email asking about foods that you like and don't like so that she will know what to prepare when you are there. You call her Skype number and leave a voice message describing your eating habits and telling her what types of food you prefer to eat and why.

INTERPERSONAL

You and your friend are at the mall and decide to eat at the food court. You have become very health conscious, but your friend still prefers to eat junk food. Since you are both studying the target language and you don't want to embarrass your friend in public, you give her advice about food choices that are healthy and unhealthy and why certain food choices would be better.

PRESENTATIONAL WRITING

You have recently been blogging with a group of target language-speaking teenagers to work on your language skills. They have all been describing the foods that they eat, talking about the ingredients and whether these foods are healthy or unhealthy. Write a blog post about the foods that you typically eat and describe them in detail.

VOCABULARY

What will prepare students to demonstrate what they can do with what they know?



Vocabulary should be selected to support student interests. The words below represent a starting point. Student interest should be gauged before finalizing any taught vocabulary.

LANGUAGE CHUNKS

What did you eat?/ I ate...

What did you drink/ I drank...

You should/I should...

ESSENTIAL VOCABULARY

Meals

Food

Nutrition

Quantity

Language Chunks

Functional Language Chunks

I brush my teeth

I dry my hair

I get dressed

I get ready

I get undressed

I get up

I go to bed

I put on

When do you?

What do you need to do (this afternoon, evening, morning)?

I need to.../I needed to....

I put on makeup

I relax

I shave

I take a shower

I wake up

I wash my face

I wash my hair

I work out

I at or in...

I have to.../ had to....

I want to.../wanted to...

Basic Vocabulary

Meals and categories		Vegetables		To describe food	
Breakfast	Lunch	Garlic	Tomato	Sweet	Healthy
Dinner	Snack	Onion	Corn	Spicy	Baked
Dessert	Drinks	Carrot	Green beans	Fresh	Grilled
Fruit		Peas	Potato	Fried	Boiled
Orange	Strawberry	Fats		Hot	Cold
Apple	Lemon	Oil	Grease	To talk about quantities	
Banana	Lime	Grains		Slice/Piece	Can
Grapes	Grapefruit	Cereal	Cracker	Cup	Box
Pineapple	Strawberry	Pasta	Bread	Tablespoon	Kilo
Watermelon	Peach	Noodles	Whole grain	Teaspoon	Pound
Meat & Proteins		next	then	Liters	Dozen
Steak	Bacon	Other		Package	Bottle/Jar
Beans	Sausage	Salt	Cake	To talk about nutrition	
Chicken	Fish	Pepper	Pie	Daily	Nutrition Facts
Turkey	Seafood	Vinegar	Cookie	Serving	Calories
Eggs		Food	Cracker/Chips	Ingredient	Fat
Dairy				Good for you	Cholesterol
Milk	Cheese			Bad for you	Carbohydrates
Yogurt	Ice Cream			Allergies	Diet

COMMUNICATIVE STRUCTURES

- ☐ Telling people what they should and shouldn't do. (should + inf.)
- ☐ Writing descriptions using a series of sentences or short paragraphs
- ☐ Using connector words
- ☐ Using the appropriate past tense

