

TEACHER'S NAME		JUAN MORALES				
INSTITUTION						
1.TITLE		THOUGHT FOR FOOD				
2. CONTEXTUALIZATION / SUMMARY		In this unit, the last one in the second term, right before Easter Holidays, students will learn about nutrition, healthy ways of cooking as well as eating fads like the global movement <i>Meat Free Monday</i> . As a final task, they will create a healthy diet campaign for the students of the school to be presented in class and later become part of a digital portfolio and uploaded to the school's website section for projects.				
3. TIMING	YEAR	BTX 1	TERM	SECOND	NUMBER OF CLASSES	
4. COMPETENCES			5. ATTAINMENT LEVELS			
ENGLISH COMPETENCES	Oral communication dimension C2. Plan and produce oral texts that belong to different typologies adapted to the communicative situation. C3. Employ oral interaction strategies in line with the communicative situation, initiating, maintaining and closing discourse.		1 Be barely intelligible, conveying an unclear monotonic message, difficult to understand. _____	2 Conveys an understandable message but making pauses and having problems to communicate more elaborated messages. _____	3 Conveys a clearly understandable message, being engaging and interacting with others. _____	
	Reading comprehension dimension C5. Interpret contextual features of a text and recognize the type of text in order to understand it.		Demonstrates limited comprehension of ideas from oral and/or written messages. May include misunderstanding. _____	Demonstrates some comprehension of ideas from oral and/or written messages. May include some misunderstanding. _____	Demonstrates solid comprehension of ideas from oral and/or written messages. _____	
	Written expression dimension C8.- Produce written texts that belong to different typologies and formats and use textualization strategies.		Plans the text in a basic way and significant information is missing. The text barely fulfills the	Plans the text in a quite elaborate way and relevant	Pland the text with plenty of details and both relevant and complementary information are added.	

		communicative goal as it has quite a few mistakes.	information is added. The text has some mistakes.	The text has almost no mistakes.
<i>CROSS CURRICULAR COMPETENCES</i>	Digital Personal and social:	- Using text editing, applications (Canva) to produce digital documents (poster). - Seeking, checking and choosing appropriate digital information for the tasks of both making the poster and creating the presentation. - Participating in interpersonal communication environments and virtual publications to share information (digital portfolio, high school website).		

6.- LEARNING OBJECTIVES	7.- ASSESSMENT	
At the end of the unit the student will be able to: - Write a food journal using key vocabulary as well as quantifiers and partitives. - Understand oral and written texts about healthy diets and how that may also improve our environment. Learn about <i>Meat Free Monday</i> as an example of it. - Understand and interpret information about a healthy diet from a webpage. - To create and present a healthy guide as part of a campaign to raise awareness on eating right among their schoolmates (digital poster), including instructions (use of the imperative) to elaborate	ASSESSMENT CRITERIA	INSTRUMENTS
	- Understands oral and written texts about health and food. - Asks questions and gives descriptions about food and eating habits. - Initiates informal conversations about food and participates in class debates. - Uses ICT resources for the search, organization and presentation of information. - Shows an interesting, critical and constructive attitude towards one's as well as other's food habits and menus. - Use the appropriate language and register to convince the others about the benefits of introducing healthier eating habits in their lifestyle.	- Food journal completion - Self-evaluation checklist for written assignments. - Peer/team assessment rubric. - Oral presentation rubric. - Digital portfolio - Observation.

some well-balanced and healthy recipes (quantifiers).		
8.- CONTENTS		
KEY CONTENTS		OTHER CONTENTS
• Oral comprehension, production and interaction strategies which include identifying key words, formulation of hypotheses from previous knowledge, forms of initiating, maintaining and ending conversations and offering and seeking clarification of meaning. • Reading comprehension strategies which include distinguishing relevant and secondary ideas, identifying key words as well as specific information • Strategies for planning: brainstorming, organization (journal, notes...) and selection of ideas. Also, creative production based on their own experiences/habits.		

9.- METHODOLOGY	
<i>STRATÉGIES</i>	<i>MATERIAL AND RESOURCES</i>
• Learning is centered on an authentic task that is of interest to the learners and thus, closely connected to the world beyond the walls of the classroom • Students are engaged in exploration and inquiry (about themselves and their peers) and become engaged in tasks such as analyzing, synthesizing, designing and evaluating information. • They produce a product that can be shared with an audience both inside and outside the classroom. • Students employ scaffolding techniques in their learning process, have opportunities to interact with their classmates and the teacher (assistant and supervisor) and have access to a wide variety of resources, mostly digital ones.	All resources are scattered over the description of activities via links.

LEARNING
ACTIVITIES
& GROUPING

Activity 1: Some days in advance(7-10), before starting the unit, explain to the students that they will be writing down exactly what they will consume over the next few days. The best tool for this job is a [food journal](#). A food journal will allow them to record the meals, snacks and drinks they consume during the day. Review and share via Google Classroom the [key vocabulary](#) related to food and review their meanings with students.

Activity 2: The day the unit begins, organize students into small groups of 4-5, ask them to compare their journals. Let them decide which student in each group has the healthiest diet. Next, show them the [Healthy eating plate](#) and, as a class, they have to debate and come to an agreement on which of the selected menus best follows this *eatwell guide*.

Activity 3: Read [Eat Well](#). Provide the meaning of some challenging words in advance. Answer some *multiple choice* comprehension questions. Next, students will be prompted to choose what recommendations they would find more easy/hard to follow and give reasons using suggested prompts: (*I wouldn't mind + gerund... / I think I could easily eat less/more.... / I would find it hard to cut down on... etc*)

Activity 4: Quantifiers practice:

- [POWERPOINT EXPLANATION](#)
- [POWERPOINT GAME](#)
- [GRID QUIZ](#)
- [FLASH GAME](#)

- Practice of the imperative through a [short recipe activity](#).

Activity 5: Students in the computer lab check out the webpage [Meat Free Monday](#) to learn about this movement, use the impact [calculator](#) to see how by eating less meat, they could have a positive impact on the environment and finally do a [Fluentkey](#) listening comprehension practice as they watch this short [documentary](#)

Activity 6 (Final Task): Students will start a campaign to raise awareness on acquiring healthier eating habits among their peers. A visual tool such as a digital poster (with powerful arguments and a catchy slogan) will help them achieve this goal. Likewise, they will create a healthy menu using both this [template](#) and this [Healthy Grocery List](#) and then present it to the class pointing out its benefits. They will choose a [powerpoint template](#) and follow some guidelines which include exposing what healthier eating habits they are willing to acquire and also presenting a healthy recipe (with instructions and pictures/video of themselves preparing it at home) as part of their menu. A rubric is supplied for them to have a clear idea of what is expected of them.

*DEALING
WITH
DIVERSITY*

- Heterogeneous grouping, mix-ability teaching with open activities and tasks that adapt to the different levels.
- Task-based learning with comprises diverse learning styles (visual, oral, written, computer-based, reading, games...)
- Scaffolding that includes initial, development and synthesis activities.