3 Column Table

BHAG (Big Hairy Audacious Goal) – Overarching Course Goal
Learners will …communicate food preferences and meals using accurate vocabulary and grammar, while demonstrating understanding of the cultural exchange of foods between the Americas and Europe.

Learning Goals	Learning Activities	Assessment Activities
Students will learn vocabulary related to breakfast and lunch items in Spanish.	Introduce vocabulary through Quizlet interactive flashcards and visual aids in Canva. Engage students in a matching game using the online tool Wordwall.	Vocabulary quiz on breakfast and lunch items using Canvas.
Students will use expressions to talk about foods they and others like and dislike.	Introduce phrases like "me gusta" and "me encanta." Use role-playing scenarios to practice vocabulary and speaking skills. Students will use Flipgrid for video responses and Google Docs for script collaboration.	Partner activity where students share their food preferences using the sentence stems provided.
Students will learn how to express frequency in relation to food preferences.	Teach adverbs of frequency like 'siempre,' 'a veces,' and 'nunca.'" Create a class chart of food preferences using Google Forms to collect data and then visualize the results with a chart in Google Sheets, incorporating frequency expressions.	Create sentences about food preferences using frequency expressions (e.g., siempre, a veces).
Students will listen to and read descriptions of meals and menus.	Use a podcast/youtube video featuring native speakers talking about the cultural importance of meals to enhance students' listening comprehension and pronunciation in Spanish.	Using Canvas, students will create a restaurant menu in Spanish that showcases their understanding of food vocabulary and cultural influences.
Students will understand the present tense conjugation of -er and -ir verbs.	Teach verb endings for verbs like comer, beber, and ir using food-related examples, supported by the interactive conjugation website Conjuguemos.	Students will play a Kahoot in which they will match subject pronouns with the correct present tense conjugation of -er and -ir verbs.

Students will analyze the exchange of native foods between the Americas and Europe.	Present the historical background of food exchanges using a documentary, then have students collaborate by posting interesting facts about native food exchanges on a Padlet.	Using Edublog, students will create a blog post about their favorite foods, incorporating vocabulary and grammar from the unit.
Students will conduct a survey on food preferences among classmates.	Guide students in creating survey questions in Spanish using Google Forms, and analyze the results together using Google Forms' built-in charts for data interpretation.	Students create digital presentations using Canva to showcase their survey results or research on food preferences.
Students will use vocabulary and expressions learned to create a simple recipe.	Students will create a food recipe in Spanish in a Google Doc. Once each group has created a recipe, they will record a presentation of the recipe using Loom to practice their speaking skills.	Students will incorporate hands-on learning with a cooking demonstration of their recipe. Cultural Food Fair: Students prepare and share native dishes, discussing their cultural significance.Provide feedback on performance.
Students will review all vocabulary, expressions, and grammar learned in the unit.	Students share their previously created recipes via Google Docs, allowing classmates to provide real-time comments and suggestions. Using the Suggesting mode, peers highlight areas for improvement in vocabulary, grammar, and clarity, then discuss the feedback during a live Google Meet session to clarify suggestions and collaborate on revisions.	Game-based review using Blooket or Kahoot.
Students will demonstrate understanding of vocabulary, expressions, and cultural concepts.	Cultural Food Fair: Students prepare and share native dishes, discussing their cultural significance.Provide feedback on performance.	Using Canvas, students will take a comprehensive unit test covering vocabulary, grammar, and cultural analysis.

	Students will participate in a simulated conversation with an AI language partner (such as ChatGPT or Duolingo Bots) using vocabulary, expressions, and cultural knowledge from the unit. They will choose a scenario (e.g., ordering at a restaurant, asking for directions) and complete a 5–10 turn dialogue in Spanish, staying in character. Afterward, they will submit the transcript or recording and reflect on what they learned about the culture.	

World Languages TEKS Standard Addressed:

1A: Ask and respond to questions about everyday life in spoken and written conversation.

1E: Participate in spoken conversation using culturally appropriate expressions, register, and gestures.

1F: Participate in written conversation using culturally appropriate expressions, register, and style.

Resources

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Learning Environment & Situational Factors to Consider

1. Specific Context of the Teaching/Learning Situation

There are approximately 30 students in the Spanish 1 classroom. This course is designed for high school level learners in the novice level of beginners. The class meets 45 minutes per day Monday through Friday. It is delivered in person with some online learning integrated. Physical elements that may impact the learning environment are classroom setup and location. My classroom is on the third floor. Students tend to skip classes on the third floor because they don't want to walk to their class. Technology and access issues that may affect the class include internet reliability, and device availability. Our internet connection on the third floor is often weak.

2. General Context of the Learning Situation

The school expects students in this course to develop communicative proficiency in Spanish. The course is intended for beginner level students in a High School setting. Most students are hispanic with no prior experience in Spanish. The emphasis is placed on communication skills in a real-life context incorporating vocabulary, grammar and cultural awareness. By utilizing a variety of digital tools, it is planned to enhance instruction, collaboration, and support student language acquisition.

3. Nature of the Subject
The Spanish classroom is a combination of both theoretical and practical components. The theoretical aspect includes grammar rules, vocabulary, syntax, and language structures. The practical side involves the four domains of language learning which are listening, speaking, reading, and writing in Spanish. It also has a strong emphasis on real-world communication and cultural competence. A world languages classroom is divergent in nature. Some rules and grammar structures are fixed, and some language learning encourages multiple approaches to communication, interpretation, and expression. Students find various ways to express ideas, solve communication problems, and understand cultural influences.

An Important change and ongoing discussion is the inclusion of diverse dialects and regional varieties of Spanish, rather than teaching only "standard" Spanish. Students often complain of using the "Spain Spanish" instead of the "Central America Spanish." Another debate is the use of gender-neutral terms ("elle") and their acceptance in academic and social contexts. Lastly, another debate is the integration of technology in language learning. It is often brought to the table how tools like AI, apps, and virtual exchanges affect traditional teaching.

4. Characteristics of the Learners

The students in this course typically come from low soci-economic backgrounds. Our student population is predominantly Hispanic or Latino, with a low percentage of white students, black students, and asian students. Many students enter the class with prior knowledge or experiences such as knowing the Spanish vocabulary but not speaking it or reading it. These students tend to lose the Spanish language in their homes. Students often feel apathetic about the subject at the beginning because they don't see the importance of speaking Spanish in today's society. Their main learning goal is to pass the course to receive credit. I work on encouraging them to have motivation in gaining skills and applying their knowledge to the outside world.

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5. Characteristics of the Teacher

The teacher is a hispanic person with Mexican traditions and culture.The teacher believes that teaching and learning should be student-centered and collaborative. The teacher's attitude toward the subject is optimistic, and toward students is passionate and supportive. She believes in all her students and provides equal opportunities to all her students. The teacher has 7 years of experience or familiarity with the subject and brings academic and cultural background to the classroom. She taught in elementary for 4 years and 3 years in High School. Strengths in her teaching include communication skills, differentiating instruction, and creating fun and creative lessons. The teacher enjoys making learning fun, digital, and interactive for her students.

Questions for Formulating Significant Learning Goals

In three weeks, students will be able to communicate their food preferences to a Spanish speaking person in Spanish.

My Big Harry Audacious Goal (BHAG) for the course is: Learners will communicate food preferences and meals using accurate vocabulary and grammar, while demonstrating understanding of the cultural exchange of foods between Latin America and Europe.

Foundational Knowledge

Students should remember vocabulary related to foods and beverages for lunch, breakfast, and dinner. Words like milk, bread, eggs, cereal, pan tostado, jugo de naranja, sándwich de jamón y queso, ensalada, etc. Students should also understand how to use expressions of frequency such as "siempre", "a veces", and "nunca" to describe eating habits.It is also important that the students know how to express likes and dislikes using "me gusta(n)" and "me encanta(n)", and to apply the present tense conjugation of -er and -ir verbs. They need to know how to use" comer → yo como" and "beber→ yo bebo". These grammar and vocabulary skills are foundational for daily conversation in Spanish and are used when ordering food or asking for food.

Students should also understand the cultural exchange of foods between Latin America and Europe to better appreciate how culture and language are connected like tomatoes, potatoes, wheat, rice, and bananas.

A key idea in this course is that language is a tool for real-life communication, especially around common topics like food, preferences of restaurants, and daily routines. Students should understand how to exchange information, ask questions, and express opinions in Spanish in meaningful ways.

Another important perspective is the connection between language and culture. Learning about the exchange of native foods helps students see how historical events shaped both cultures and languages, and promotes an appreciation of global diversity. Hodges discusses how learning about the exchange of native foods helps students understand how historical events shaped both cultures and languages, and promotes a broader appreciation of global diversity (Hodges,2025).

Students should also be encouraged to develop interpersonal communication skills by talking about personal preferences about likes and dislikes, making comparisons, and engaging in conversations using appropriate grammar.

Application Goals

Critical thinking is important when students analyze grammar patterns like verb conjugations and when using expressions like "me gusta" vs. "me gustan". It also helps when comparing cultural practices, such as food traditions between Spanish-speaking countries and the personal practice. According to Canese, critical thinking is essential when students analyze grammar patterns, evaluate language usage, and compare cultural practices (Canese, 2023).

Creative thinking is also needed when students imagine and create conversations, write about their meals and preferences, or design menus and dialogues in Spanish. These types of activities allow them to apply language in fun and personal ways. According to Gilliland, creative activities encourage students to use their imagination and language skills like having students write menus, create recipes, and compose restaurant reviews, all of which require them to apply their language knowledge creatively (Gilliland, 2023).

Practical thinking is also used when students apply vocabulary and grammar to real-world situations, like ordering food, expressing preferences, or deciding what to eat in a Spanish-speaking context.

Students need to gain skills in listening and reading comprehension like understanding spoken and written Spanish about meals, menus, and food preferences. They also need to gain skills in speaking and writing. For example, communicating clearly by using correct vocabulary, grammar, and sentence structure.Our primary focus is on interpersonal communication like asking and answering questions, expressing opinions, and engaging in basic conversations in Spanish. Cultural awareness is also important for understanding cultural differences in food and meal traditions, especially through the historical exchange of foods between Europe and Latin America.

Students must also know how to manage complex projects to help them apply multiple language skills at once. For example, creating a class presentation about a traditional Spanish breakfast or making a cultural food exchange chart requires planning, organization, research, and creativity. These types of projects also help students collaborate, manage time, and use language in a meaningful way. According to Khan, project-based learning encourages students to engage in real-world tasks that require them to plan, research, collaborate, and apply their language skills creatively(Khan, 2020).

Integration Goals

Students should recognize how vocabulary, grammar, communication skills, and culture are all interconnected. For example, learning the present tense of -er and -ir verbs helps students express what they eat like "yo como, ellos beben" and while "siempre, nunca" allow them to describe how often they do those things. Understanding food vocabulary also supports their ability to participate in real-life conversations and cultural discussions, such as meals in Spanish-speaking countries.

Students can also connect this Spanish content with what they learn in health or nutrition classes, when discussing balanced meals or food groups. Also in history or geography, especially when learning about the Columbian Exchange and how foods like tomatoes, potatoes, and corn originated in the Americas. These connections show that learning a language isn't just about grammar, but about understanding the world and how people live in different cultures.

Students can also connect with their daily lives by using the language to talk about their own food preferences, eating habits, and social experiences. They may use Spanish in real-world settings like ordering food in a restaurant, traveling, or communicating with other Spanish-speaking people.

Human Dimensions Goals

Students should learn about their own food preferences, including what they like, love, or dislike to eat and drink for breakfast and lunch. Through expressing these preferences using phrases like me gusta and me encanta, students develop greater self-awareness and confidence. They also gain insight into their eating habits and how frequently they consume certain foods by using ""siempre como cereal, nunca bebo café".

Students should learn to better understand others by actively listening to or reading about others' food preferences and respecting those differences. They practice communicating and exchanging information about what others like and dislike, helping them build empathy and cultural awareness. By studying the historical exchange of foods between Latin America and Europe, students can appreciate how cultural interaction has shaped modern diets and traditions.

Caring Goals

Students should feel confident and comfortable using Spanish in everyday situations, even at a beginner level. They should also develop a positive attitude toward learning a new language, understanding that mistakes are part of the learning process and that communication is a learning process. Students should also develop an interest in the Spanish language and Hispanic cultures, especially around topics like food, meals, and traditions. This chapter also sparks curiosity about how people in other countries eat, live, and communicate, encouraging students to explore the language beyond the classroom.

Students should eventually value communication, cultural diversity, and empathy. Learning about different eating habits and food origins helps students see the world through another lens and appreciate other cultures. They may also develop respect for cultural traditions and a deeper awareness of global connections, such as how food travels and shapes societies.

"Learning-How-to-Learn" Goals

Students will learn to be active participants in class by practicing regularly, listening closely, and using Spanish. Being a good student in a language course means to not be afraid to make mistakes, ask questions when something is unclear, and stay engaged through discussions. Students should also be provided with resources like vocabulary lists, grammar charts, and audio materials to reinforce learning outside of class.

To learn Spanish effectively, students should focus on the four core skills of language learning: listening, speaking, reading, and writing. In this chapter, that means listening to how people talk about food, reading menus or short descriptions, practicing pronunciation of new words, and writing simple sentences about their food preferences. It's also important for students to understand that learning a language is a gradual process that requires repetition and exposure. According to Kang, repetition, such as using flashcards, enhances long-term retention by revisiting information at increasing intervals (Kang, 2016).

Students should also become self-directed learners by creating a personal learning plan, tracking their progress, reflecting on what they still need to practice, and seeking out extra practice through apps, games, or Spanish-speaking media. According to Caffarella, self-directed learners take ownership of their learning by being curious, resourceful, and consistent (Caffarella, 1993).

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