Unit 9-Eating at a restaurant

Content Area: **World Languages**
Course(s): **Spanish 4 Honors**
Time Period: **May**
Length: **10 blocks**
Status: **Published**

Enduring Understandings

Learning a different language/culture leads to greater understanding of one's own language and culture.

Language learning involves acquiring strategies to fill communication gaps.

Cultural perspectives are gained by using the language and through experience with its products and practices.

Geography and tradition influence our society, its institutions and products.

Food brings together the people of a culture.

Essential Questions

How can I become a more effective reader, writer, speaker and listener in languages other than English?

How does the language I'm studying help me to better understand my native language?

What can I already communicate in my new language?

How do foods reflect cultural differences?

How are the popular foods/meal times of the United States different from other countries?

Content

Vocabulary:

Recycled food vocabulary (fruits, vegetables, meats, seafoods, etc.)

Vocabulary to describe restaurants and table settings (fork, spoon, plate, formal, informal, etc.)

Structure:

Focus-Past subjunctive and if clauses

Reinforcement of noun adjetive agreement, comparisons, direct/indirect object pronouns, preterit/imperfect, future/conditional, subjunctive

Skills

Identify vocabulary related to the restaruant in order to describe a trip there

Use unit vocabulary to describe your restaurant preferences

Recall food vocabulary to decribe the foods you order from different restaurants

Compare and contrast popular foods in the United States with other countries

Compose questions and respond to personal questions related to chapter vocabulary

Use unit vocabulary to interpret authentic texts such as restaurant menus, nutrition articles, etc.

Identify the forms and uses of the past subjunctive

Use the past subjunctive to describe what was important in the past

Recall the conditional to respond to hypothetical situations using the past subjunctive

Identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken source

Identify and summarize the main points and significant details and predict outcomes from an everyday conversation on a familiar topic

Identify and summarize main points and important details and make appropriate inferences and predictions from a written text

Engage in the written exchange of information, opinions, and ideas in a variety of time frames in informal and formal situations

Describe, narrate, and present information or persuasive arguments on general topics

Engage in the oral exchange of information, opinions, and ideas in a variety of time frames in informal and formal situations

Self monitor language production to use language that is semantically and grammatically accurate according to a given context

Resources

Google Classroom

Google Slides

Google Docs

Student Notebooks

Conversation in Spanish vocabulary unit (restaurant)

Vocabulary reinforcemnt activities (BRAVO, vocabulary cards, triangle matching game) (restaurant)

Student whiteboards

Department writing/speaking rubric

Una Vez Mas grammar reinforcement (present/past subjunctive)

LCD projector

maps

AP Spanish-Preparing for the Language Exam listening comprehension activities and email writiing prompts

CDs/CD player

Sony MP3 digital recorder

Conversation starter cards

Surveys (for conversation)

Spanish online news sites (People en espanol, BBC Mundo, etc.)

Standards

WL.7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
WL.7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions
WL.7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
WL.7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
WL.7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities.
WL.7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school - related topics.
WL.7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
WL.7.1.IL.C.2	Present student - created and/or authentic short plays, skits, poems, songs, stories, or reports.
WL.7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.