

Unit 2: In the Restaurant

Content Area: **Unified Arts**
Course(s): **Spanish 6**
Time Period: **Quarter 2**
Length: **45 days**
Status: **Published**

Unit Summary

The second unit of the year focuses on naming foods, and being able to share the ones that they like, don't like, and want in a restaurant setting. Students will be able to order food, share preferences, express how often they eat certain foods, share what place settings they're missing, and compare and contrast meal times and typical foods in Spain with their own practices.

Standards

Interpretive Mode of Communication

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Interpersonal Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Presentational Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Intercultural Statements

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.
- Learners recognize and identify a few typical practices of the target culture.

CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.

Student Learning Objectives

- I can name foods, place settings and waiter
- I can give preferences using “gustar” when talking about foods I like or do not like
- I can express when I need something in a restaurant
- I can say what I would like or what I want to eat/order
- I can express how often I eat certain foods
- I can compare and contrast meal times and typical foods in Spain with my own practices.

Essential Questions

- How do I make a reservation at a restaurant?
- How do I order at a restaurant?

- When do people in Spain eat meals? What do they eat? What is the biggest meal of the day?
- How do I tell a waiter that silverware is missing
- How do I order from a menu
- How do I express foods I like/dislike
- How do I express food I like/ dislike using superlatives
- How do I tell someone what I typically eat for breakfast and ask the same of others

Enduring Understandings

- People in other countries have different meal times than in the U.S.
- Gusta vs gustan
- Recycle of Hay Que and Tener Que
- Más que menos que to make comparisons
- Uses tener to express hunger and thirst
- Uses pedir to order in a restaurant
- Introduction of other important verbs related to restaurant/food: tomar, beber, poner
- Review of ¿A qué hora? & ¿Cuánto cuesta?
- Review numbers & ¿Cuántos? (phone #)
- “de” for possession (Use for ice cream, soup and sandwich: helado de chocolate)
- Review prepositions of location (with place settings)
- Adverbs of frequency placement
- Review helping verbs with infinitive verbs
- Interrogative ¿Qué? + conjugated verb comer/tomar/beber
- Review of introductions and greetings

Application

- Students will be able to independently use their learning to ask and respond to factual and interpretive questions of a personal nature.
- Students will be able to independently use their learning to use culturally appropriate etiquette in verbal and non-verbal communication in a variety of social situations.
- Students will be able to independently use their learning to engage in a variety of oral and written tasks using age-appropriate culturally authentic selections.
- Students will be able to independently use their learning to comprehend conversations and written information on a variety of topics.

Skills

Students will be skilled at:

- Creating and responding to simple phrases, questions and sentences.
- Describing people places, things and events with some detail.

- Generating and respond to short messages.
- Interacting with appropriate responses in limited social settings and basic situations.
- Expressing details of their everyday lives and of past experiences.
- Engaging in original and spontaneous conversation in the language studied.
- Organizing thoughts into coherent oral speech.
- Identifying common and distinct features, such as prepositional phrases and clauses, among languages.

Performance expectations:

ACTFL Novice-Mid

Speaking- Novice Mid

Speakers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors. The person(s) with whom one is speaking; a conversation partner, accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

Writing- Novice Mid

Writers at the Novice Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formula Constituting or containing a verbal formula or set form of words such as "How are you?/Fine, thank you." "Thanks very much./You're welcome." language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.

Listening - Novice Mid

At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates Words between languages that have a common origin and are therefore readily understood. For example, the French word "leçon" and the English word "lesson." and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

Reading - Novice Mid

At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system syllabic writing system. A writing system that uses symbols to represent syllables rather than individual sounds (such as letters). The Japanese writing system is syllabic. or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates. Words between languages that have a common origin and are therefore readily understood. For example, the French word “leçon” and the English word “lesson.” and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.