Unit 4: Gastronomy and Restaurants

Content Area: **World Language**
Course(s): **World Language 8 Spanish**
Time Period:
Length: **40 Days & Grade 8**
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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Spanish 8, GRADE 8

Unit 4 Gastronomy and Restaurants

Belleville Board of Education

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Unit Overview

In this unit, the vocabulary related to self, food, meals and meal time will be introduced.

Students will begin to discuss the "typical" foods Americans consume during breakfast, lunch and dinner. They will then compare the American meals and mealtimes to that of the target country. During these discussions, vocabulary related to the calendar and time will be recycled. They will also express which foods and meals they like and which foods and meals they dislike. In addition, they will indicate what their favorite food is. Towards the end of the unit the students will begin discussions regarding restaurants in the United States and the variety of restaurants in the target country. The students will acquire knowledge regarding the target country's menu and the appropriate vocabulary and phrases they would need to order a meal at a restaurant in the target country.

Prior to the end of the unit, students will demonstrate to their classmates their knowledge of the target country's traditions regarding food by creating a menu. Each student will pair up with a classmate to create a skit about ordering a meal at a restaurant in the target country.

Students will be able to:

- Describe the foods that they enjoy eating
- Describe their favorite meal and the foods that they eat during the meal.
- Indicate the times of the day that they eat their meals.
- Describe the foods that they eat for each meal of the day.
- Describe the foods that the people of the target country consume for each meal of the day.
- Indicate the mealtimes of the target country.
- Create a menu which reflects a traditional menu from the target country.
- Order food at a restaurant in the traditional manner of the target country.
- Create and perform a skit which will be presented in front of the class about ordering food at a restaurant in the target country.

Enduring Understanding

Enduring Understanding:

Students will understand that foods and eating habits differ from country to country.

Students will understand the importance and usage of formal language when speaking with the waiter.

Express when they have breakfast, lunch, and dinner.

Students will understand the idiomatic expressions with "tener" to express hunger and thirst.

When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.

Essential Questions

Essential Questions:

How are foods in Latin America and Spain different from and similar to those in the United States?

How do I order food in Latin America or Spain?

What do I need to know to feel confident when I talk to the waiter?

How is hunger and thirst expressed in Spanish?

How do your daily obligations influence when and where you eat throughout the day?

How can I better understand what I hear and read when I have just begun learning a new language?

Exit Skills

At the completion of Unit 4 Gastronomy e Restaurant, students will know the following:

- Describe the foods that they enjoy eating
- Describe their favorite meal and the foods that they eat during the meal.
- Indicate the times of the day that they eat their meals.
- Describe the foods that they eat for each meal of the day.
- Describe the foods that the people of the target country consume for each meal of the day.
- Indicate the mealtimes of the Latin America and Spain.
- Create a menu which reflects a traditional menu from Latin America and Spain.
- Order food at a restaurant in the traditional manners of Latin America and Spain.
- Create and perform a skit which will be presented in front of the class about ordering food at a restaurant in Latin America and Spain.

New Jersey Student Learning Standards (NJSLS-S)

Please find below a list of 2016 New Jersey Student Learning Standardsfor World Languages.

WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.
WL.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.C.1	Use basic information at the word and memorized - phrase level to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Interdisciplinary Connections

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SOC.5-8.1.1.2	Explain how major events are related to one another in time.
SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

Learning Objectives

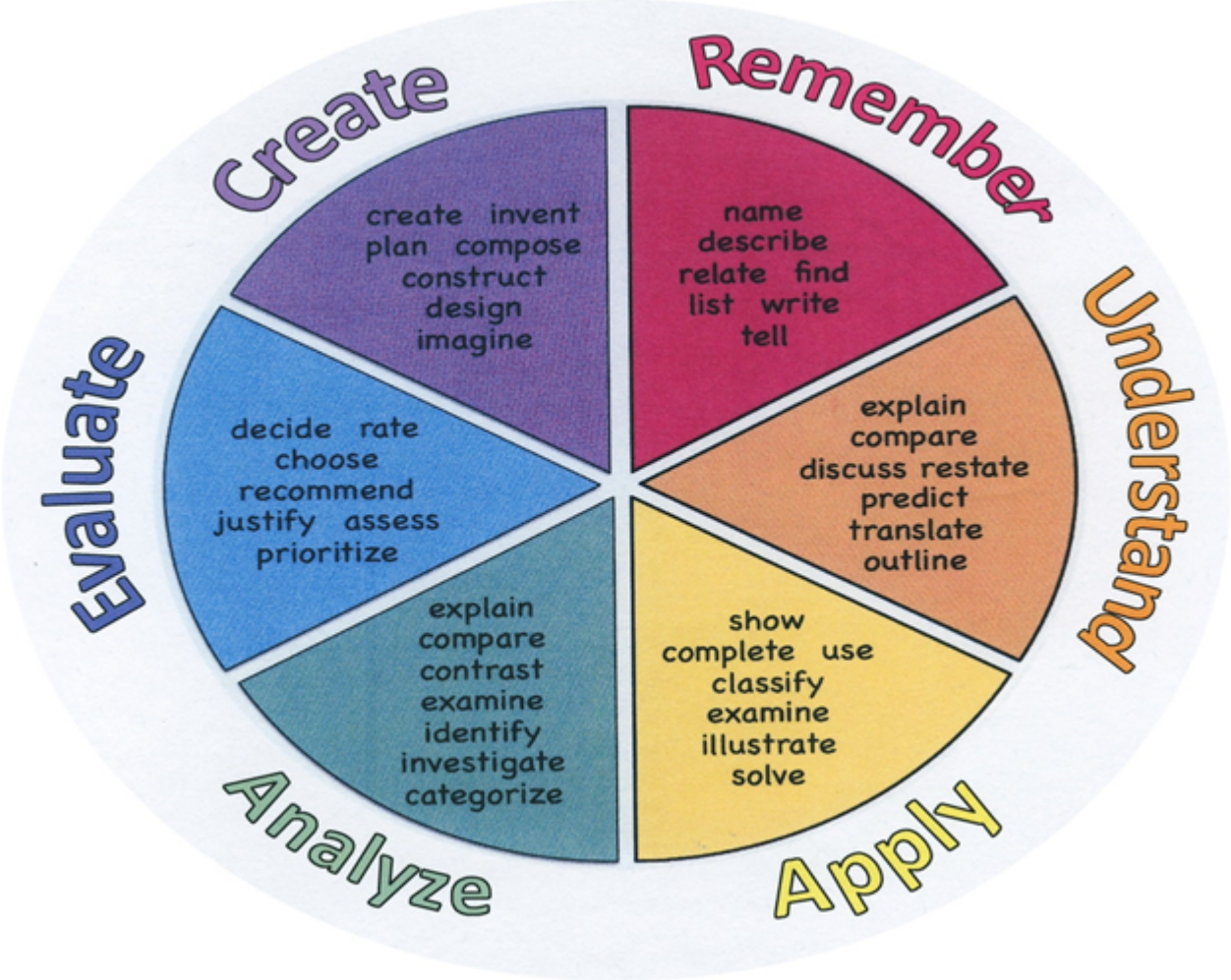
After completing UNIT 4 Gastronomy and Restaurant

- **Students will be able to:**
- Read, Comprehend, Analyze, and Critique written text and oral Languages
- Understand and Apply written and oral conventions to everyday interactions.
- Compare & Contrast the foods that the people of the target country consume for each meal of the day and with those of the US.
- Indicate the mealtimes of the target country.
- Create a menu which reflects a traditional menu from the target country.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite

	Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Graph Interpolate Manipulate Modify Operate Subtract			Transform



Suggested Activities & Best Practices

- Flashcards/create menus
- Group/Pair activities: table setting
- Typical meal vocabulary/specialties-holidays/ take turns ordering items
- Order at the restaurant (making polite requests)
- Visual cues to conduct info-gap “I would like” “me gustaria"

- Review of prepositions/locations (“next to,” “to the right of,” etc)
- Word search puzzles-foods
- Verb “to place” or “to go”
- Visual cues/Identify food/recipes
- Expressing need: utensils/condiments for said food.
- “avere bisogno di" skit: ask for a:menu`, food check.
- Examples with idiomatic expression with "Tener" to express hunger or thirst ..
- Express dietary restrictions and concerns
- Brainstorm inquiry questions regarding ingredients and food preparation;
- List questions about how foods are prepared & what are the ingredients.
- Express allergies/dietary restrictions.
- List food allegies, special diets etc.
- “able to” verb “poder
- Perform a skit between a waiter and customers. (Audience will provide constructive feedback.)
- Flip cameras may be videotaped and played back to during class time.

Assessment Evidence - Checking for Understanding (CFU)

- Homework-*list on family members vocabulary words and expressions. (formative assessment)
- Classwork (formative assessment)
- Participation (formative assessment)
- Tests & Quizzes-*write the family members vocabulary words. (summative assessment)
- Presentations (alternative assessment)
- Projects-*Create a cartoon strip including brief descriptions on a typical family meal. (alternative

assessment)
- Skits-*Role-play on ordering a meal from a menu` in the target language included in a brief skit. (formative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests

- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Textbooks and other resources

Dictionaries

Asi Se Dice

Buen Viaje

Spanish Is Fun

Ancillary Resources

Resources/Materials

Chromebooks

Handouts

Various Websites

Technology Infusion

What technology can be used in this unit to enhance learning?

Listening to Podcasts

Photostory

Use of Listening Stations

Smartboard

Laptops

Youtube videostreams

MS Word

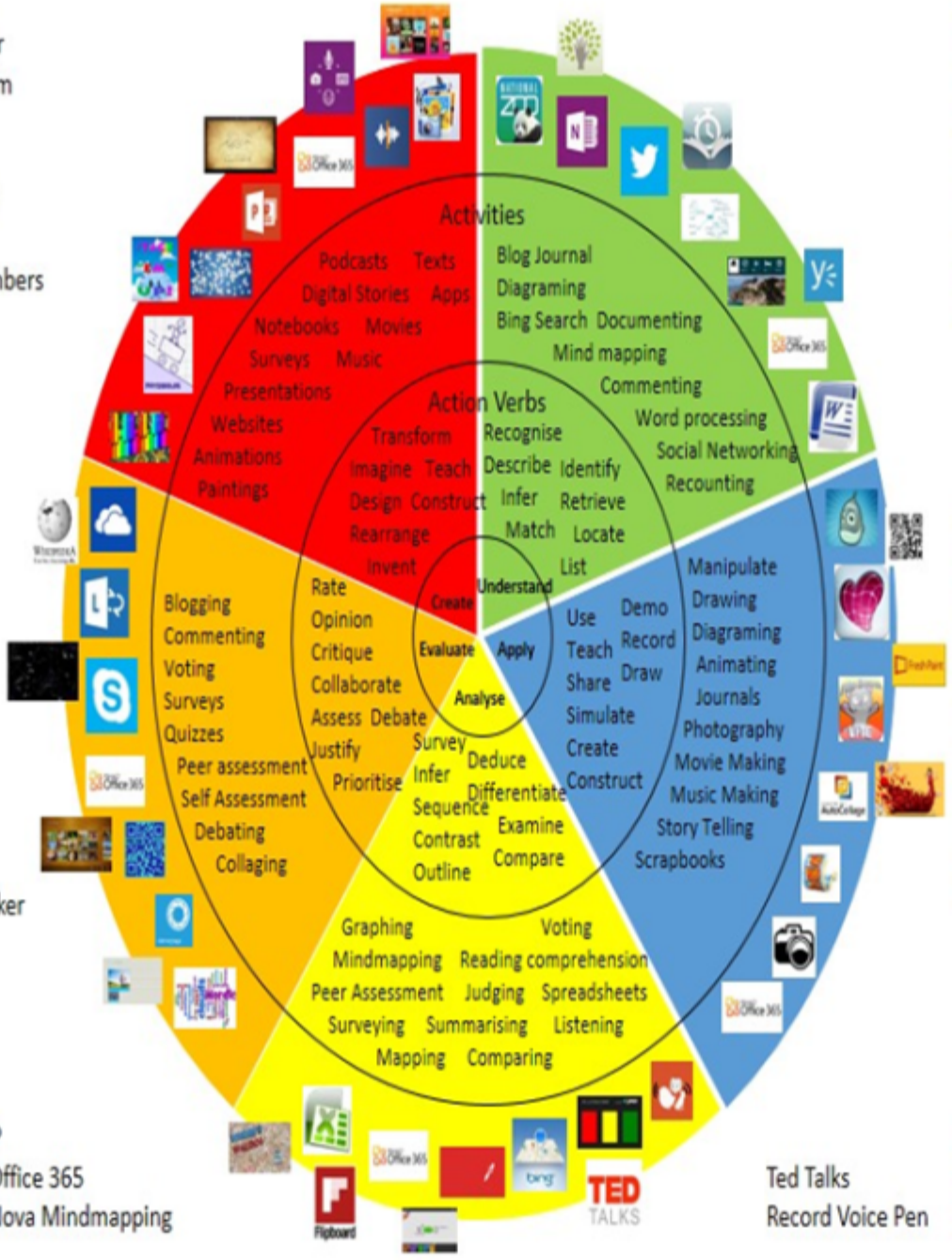
Google Docs

Power Point Presentations

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters ® and determine attributes of career success.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge

	and develop innovative products and process using technology.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Provide a word bank on food vocabulary words.
- Provide a word bank and visuals for food vocabulary.
- Modify Tests/Worksheets-Include word bank and meanings of foods with translations or visuals.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary

- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Follow all modifications detailed in IEP

Extra time Read questions on assessments-Give students more time on rereading questions about the foods vocabulary translations. Provide vocabulary visuals for food vocabulary.

Monitor comprehension-Have students repeat directions to check for understanding: matching objects to visual aids on foods vocabulary words.

Provide organizers/study guides

Frequently check for understanding

Provide modeling

Provide guided reading instruction

Directions repeated, clarified or reworded Re-teach materials, when needed Break tasks into smaller, manageable segments

Modify tests/worksheets

- printed copy of board work/notes provided

- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Students share their notes on food vocabulary.
- Use study guides with food vocabulary notes.

- teaching key aspects of a topic. Eliminate nonessential information

- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Immediate feedback

Extra time- Check for students understanding on matching food vocabulary words.

Partner or team collaboration- present a skit on ordering favorite foods in the target language.

Multi-level requirements

Use visual graphic organizers

Precise step-by-step directions-Have students repeat directions on exercise, matching, fill-in correct food vocabulary words.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives

- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Student driven projects and presentations--Student presents a brief skit on questions and responses on:

- Food vocabulary words
- Compare & Contrast family cooked meal of target country with those of the US.
- Skits-*Role-play on ordering foods from a menu` in the target language included in a brief skit.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: