Unit 4: Gastronomy and Restaurants

Content Area: World Language

Course(s): World Language 8 Spanish

Time Period:

Length: 40 Days & Grade 8

Status: **Published**

Unit 4 Gastronomy and Restaurants

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

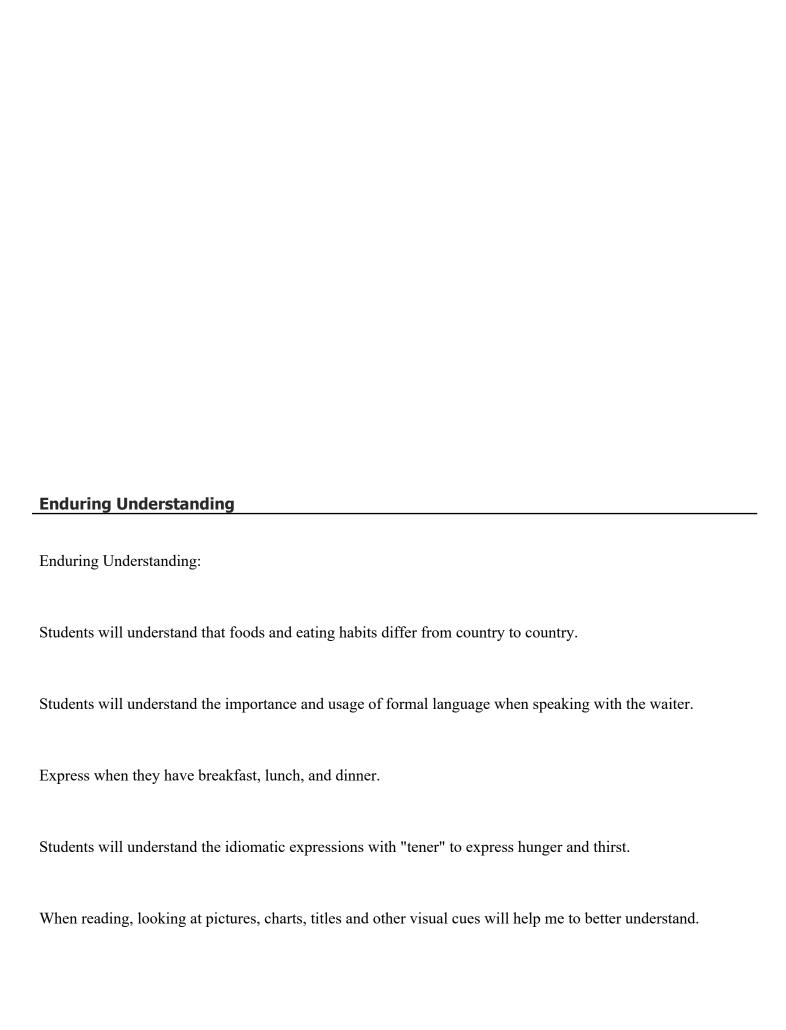
In this unit, the vocabulary related to self, food, meals and meal time will be introduced.

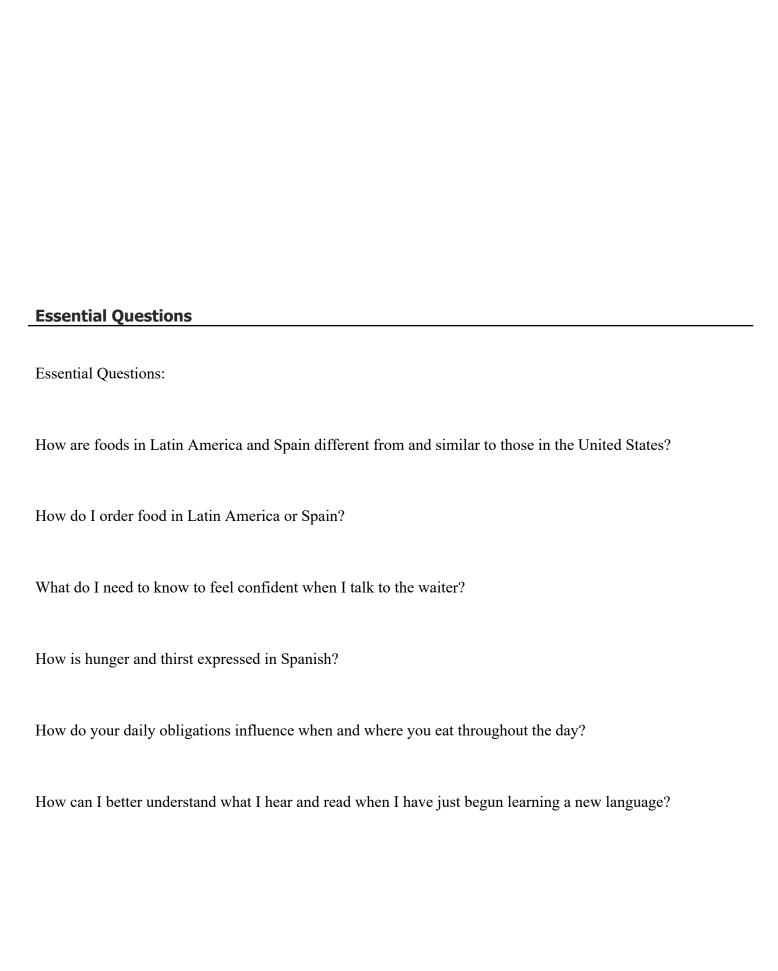
Students will begin to discuss the "typical" foods Americans consume during breakfast, lunch and dinner. They will then compare the American meals and mealtimes to that of the target country. During these discussions, vocabulary related to the calendar and time will be recycled. They will also express 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.





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.

| 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

| 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

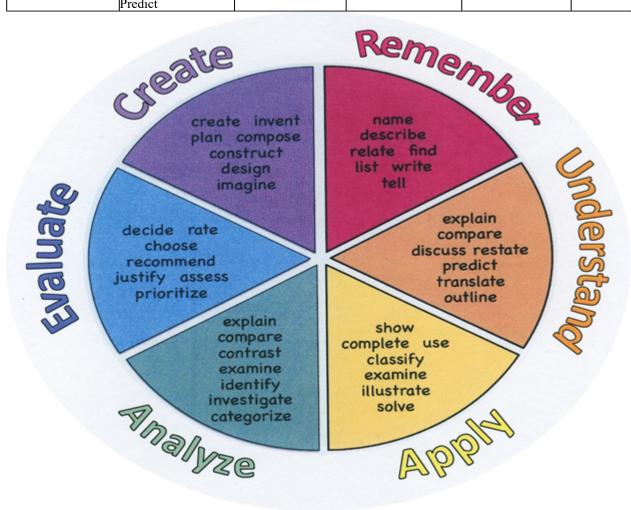
and with those of the US.

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



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

| Written Reports |
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| Primary Resources & Materials |
| Textbooks and other resources |
| Dictionaries |
| Asi Se Dice |
| Buen Viaje |
| Spanish Is Fun |
| |
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| |
| Ancillary Resources |
| |
| Resources/Materials |
| Chromebooks |
| Handouts |
| |
| Various Websites |
| |
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| |
| |
| |
| Tochnology Influcion |
| Technology Infusion What technology can be used in this unit to enhance learning? |
| |
| Listening to Podcasts |

• Web-Based Assessments

| 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 **Activities** Stack 'Em Up Blog Journal NgSquared Numbers Diagraming Physamajig Bing Search Documenting Mind mapping Xylophone 8 Commenting Action Verbs Word processing Recognise Social Networkin Describe Identify Recounting Design Construct Infer Retrieve Wikipedia Match Locate Skydrive List Manipulate Rate Lync Drawing Blogging Demo Use Opinion SkyMap Teach Record Diagraming Commenting Critique Evaluate Animating Voting Skype Share Draw Collaborate Journals Surveys Office 365 Simulate Assess Debate Quizzes Photography Puzzle Touch Survey Justify Create Deduce Movie Making Peer assessment Sequence Differentiate Construct Prioritise Easy QR Music Making Self Assessment Memorylage Examine Story Telling Debating Contrast Compare Scrapbooks Life Moments Collaging Outline Word Cloud Maker Graphing Voting Mindmapping Reading comprehension Peer Assessment Judging Spreadsheets Surveying Summarising Listening Mapping Comparing Where's Waldo? 830Wee 365 MS Excel Office 365 Ted Talks Flipboard Nova Mindmapping Record Voice Pen

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

TECH.8.1.8.B

| 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 $^{\tiny{\$}}$ 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. |

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.

- · 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: |
| |
| |