

Unit 01: En un Restaurante

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 1

Unit Title:	En un Restaurante
Suggested Duration:	9 weeks

Interdisciplinary Connections

Interdisciplinary Connections
Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
Math Practices: https://www.nj.gov/education/standards/math/Index.shtml
Science Practices: https://www.nj.gov/education/standards/science/Index.shtml
Find and paste appropriate <u>Companion Standards or Practices</u> here.

Reinforces some of the knowledge the students acquired in their Health and Foods classes.

Technology Integration

Technology Integration
Northern supports the integration of the SAMR Model : a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

- Use of interactive board
- Use of ChromeBooks in the classroom
- Educational digital sites

<https://www.yabla.com/>

<https://quizlet.com>

<https://edpuzzle.com>

<http://www.spanish4all.com/>

<http://www.spaleon.com/conj.php>

<http://www.abcteach.com/directory/languages/spanish/>

<http://www.learnspanish.com/>

<http://spanish.about.com/>

<http://spanishfood.about.com/>

<http://www.elmundo.es/>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com/>

<http://www.colby.edu/~bknelson/SLC/index.php>

<http://www.laits.utexas.edu/spe/index.html>

<http://www.ver-taal.com/index.htm>

<http://www.senorjordan.com/los-videos/>

<https://spanish-resources.com/>

<https://llevatilde.es/>

<https://aprenderespanol.org/>

<https://cvc.cervantes.es/>

<http://www.rutaele.es/a2/>

<https://www.madrid.es/portal/site/munimadrid>

<https://www.songsforteaching.com/spanishsongs.htm>

<https://es.islcollective.com/>

<https://www.profe-de-espanol.de/>

<https://www.audio-lingua.eu/?lang=es>

Standard(s) Addressed

The design of this unit adheres to the revised New Jersey Student World Language Learning Standards.

FL.IM.7.1.IM.IPERS	Interpersonal Mode of Communication
FL.IM.7.1.IM.IPRET	Interpretive Mode of Communication
FL.IM.7.1.IM.PRSNT	Presentational Mode of Communication
WL.IH.7.1.IH.IPERS	Interpersonal Mode of Communication
WL.IH.7.1.IH.IPRET	Interpretive Mode of Communication
WL.IH.7.1.IH.PRSNT	Presentational Mode of Communication
WL.IL.7.1.IL.IPERS	Interpersonal Mode of Communication
WL.IL.7.1.IL.IPRET	Interpretive Mode of Communication
WL.IL.7.1.IL.PRSNT	Presentational Mode of Communication
WL.NH.7.1.NH.IPERS	Interpersonal Mode of Communication
WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
WL.NM.7.1.NM.IPRET	Interpretive Mode of Communication
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication

STAGE I Desired Results

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<i>Objective (Transfer)</i>
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none">• Use vocabulary related to food.• Express likes and dislikes.• Make suggestions.• Express preferences of food and beverages.• Give and follow requests.

- Describe food.

Mastery

Big Ideas/Understanding

Students will understand that...

- Communication is the ability to understand and be understood in real world contexts.
- Language and culture are mutually independent.
- Learning languages provides connections to additional bodies of knowledge.
- Learning languages allows students to realize there are multiple ways of viewing the world.
- Language students have the ability to participate in multilingual communities.

Essential Questions

- Why is it important to learn how to go to a restaurant in a Spanish-speaking country?
- How does what you eat affect your health?
- How does the food in Spanish speaking countries differ from the food in the U.S.?
- How do restaurants and their service in Spanish speaking countries differ from that of restaurants in the U.S.?

Acquisition

Students will know . . .

La comida:

- la sal
- la pimienta
- el azúcar
- el emparedado
- el chorizo
- el cochino / el cerdo

Students will be skilled at . . .

- Order from a menu in a restaurant setting.
- Ask for and pay a restaurant bill.
- Tell what they eat for breakfast, lunch, and dinner.
- Discuss their food preferences.

el pavo

el aceite

el vinagre

los tomates

las cebollas

las zanahorias

el ajo

la calabaza

el pimentón / pimiento verde/rojo/amarillo

las judías verdes

el pepino

los guisantes

las espinacas

los garbanzos

los hongos / los champiñones

el maíz

la lechuga

el brócoli

la coliflor

los frijoles / las habichuelas/

las caraotas

la langosta

los camarones / las gambas

los calamares

las almejas

los mejillones

la paella

- Describe their likes and dislikes

- Discuss the differences in food in Spanish speaking countries and the U.S.

las batatas

la pera

las moras

las frambuesas

las ciruelas

los arándanos azules / rojos

el melón

el mango

la miel

el limón

la papaya

el aguacate

la cereza

la piña

las galletas de soda

frito

asado

horneado

los cubiertos

la cuchara

el cuchillo

el tenedor

el mantel

la servilleta

el vaso

la taza

los platos

el tazón

el menú

el mesero / el camarero

la propina

la cuenta

servir

pedir

dejar la propina

preferir

¿Qué desea(n)?

¿Desea(n) algo más?

¿Se le(s) ofrece algo más?

¿Qué me (nos) recomienda?

¡Buen provecho!

¿Cuánto es?

Para Preguntar

cómo

dónde

de dónde

adónde

cuál(es)

cuándo

cuánto(s)

por qué

qué

quién(es)

<p>porque</p> <p>que</p> <p>Gramática in context:</p> <p>Present Tense</p> <p>Irregular verbs in the Present (stem-changing verbs)</p> <p>Direct Object Pronouns</p> <p>Indirect Object Pronouns</p> <p>Double Object Pronouns</p>	
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STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<p>Summative assessments:</p> <ul style="list-style-type: none"> • Mid marking period summative assessment (Interpretive Mode, Interpersonal Mode and Presentational Mode) • Unit summative assessment: (Interpretive Mode, Interpersonal Mode and Presentational Mode) <p>Assessments:</p> <ul style="list-style-type: none"> • Presentational Assessment – “Asi soy 	<ul style="list-style-type: none"> • Checking for Understanding (Interpersonal Mode) • Interpretive readings (Interpretative Mode) • Listening Activities (Interpretive Mode) • Writing Activities (Presentational Mode) • Picture Prompt Activities (Presentational Mode) • Students’ conversations / Communicative Activities (Interpersonal Mode)

yo” you will make and share a poster with pictures and drawings celebrating their personal preferences and characteristics.

- Presentational Assessment – “En un Restaurante” (Presentational Mode)
Using Spanish II vocabulary, stem-changing verbs, and direct object pronouns in context Choose One of the options below:

1. A typical restaurant experience (2 to 3 students max).

2. Making a simple meal / Food show host (1 to 2 students max).

3. Family dinner time around the table (3 students max).

4. Table talk in the High School Cafeteria (3 students max).

- Vocabulary Assessment (Interpretive Mode and Presentational Mode)
- Interpersonal Assessment (Interpersonal Mode)

Practices:

- Internet Activities (Interpretive Mode, Interpersonal Mode and Presentational Mode)

- Homework (Interpretive Mode and Presentational Mode)

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

STAGE III Learning Plan

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Organize plan by weeks

Week 0: *Fostering students' socio-emotional learning (SEL)* by

- (a) grouping students to introduce themselves and compare and contrast their likes and dislikes using their fund of knowledge as much as possible,
- (b) completing a survey about our class procedures and their personal background and preferences, and
- (c) creating a Flipgrid presentation introducing themselves and talking about what they like/dislike and briefly comment to their peers' presentations.

Week 1: Continue introducing themselves in the TL and reviewing what students should already know about the unit. Beginning of our Hispanic Heritage Month celebration with an [interactive presentation](#) and follow up with engaging activities.

- Using Google Slide presentations and games (Jeopardy, Hollywood Squares, etc) of unit vocabulary
- Creating and implementing flashcards of unit vocabulary words utilizing educational digital sites such as quizlet.
- Playing games to practice unit vocabulary (síguelo ahí, agárralo, bingo, Tic-Tac-Toe).
- Utilizing Comprehensible Input strategies such as One Word Images and context clues to aid students understanding of the meaning of unfamiliar words.
- Utilizing teacher created digital activities for unit vocabulary practice.
- Utilizing individual whiteboards, educational digital sites to practice unit vocabulary.
- Using breakroom to foster students interpersonal communication in hybrid/remote
- Show and tell: students digitally create and personalize their own locker – “*Crea tu casillero personal*”– with objects that are important to them and their families/friends. Students will present their lockers to class, and peers' will show their understanding by writing the answer to teacher's prompts on what was presented.
- Presentation historical, socio political, and cultural characteristics of Hispanic/Spanish speaking countries as introduction of Celebration of Hispanic Heritage Month. Students complete a Web Hunt on information related to the topic

Week 2: Application of targeted vocabulary and language structures. Continuation of the Celebration of Hispanic Hispanic Heritage Month.

- Students complete their oral performance assessment by creating a digital locker describing their hobbies, likes and dislikes, their families and/or friends, etc. Peers will show their understanding of what is being presented by answering in writing interpretive tasks.
- Utilizing FlipGrid - digital cooperative platform

- Using breakroom to foster students interpersonal communication among hybrid/remote students
- Presentation of African and Indigenous Heritage and their legacy to US culture. Students interact with digital presentation.

Week 3: Introduction of new vocabulary. Continuation of HHM Celebration. Celebration of *Week of Respect*

- Using Google slides presentations of unit vocabulary and games (Jeopardy, Hollywood Squares, etc).
- Creating and implementing digital flashcards of the unit vocabulary words.
- Answering direct response questions using previously acquired vocabulary.
- Playing games to practice unit vocabulary (síguelo ahí, agárralo, bingo, Tic-Tac-Toe).
- Utilizing Comprehensible Input strategies such as One Word Images and context clues to aid students understanding of the meaning of unfamiliar words.
- Utilizing teacher-created digital activities for unit vocabulary practice.
- Utilizing individual whiteboards and educational digital sites such as Quizlet to practice unit vocabulary.
- Listen and interpret short comprehensible videos from Yabla, EdPuzzle, Sr. Jordan, and similar digital sites dealing with a variety of topics and answer comprehensive higher order thinking skills questions about what they heard.
- Written activities to help them learn to express their ideas using simple words and sentences.
- Show and tell
- Using breakroom to foster students interpersonal communication among hybrid/remote students
- Students discuss about the effect of Nature in their lives and describe unforgettable moments spent in contact with Nature completing [interpersonal/interpretive/and presentational tasks](#)
- Presentation of historical/famous people of Hispanic origin. Students learn about their chosen personalities by reading and presenting fun facts about their lives.

Week 4: Practice of new vocabulary. Continuation of HHM Celebration.

- Utilizing Google Slide presentations and games (Jeopardy, Hollywood Squares, etc) of unit's language structures
- Playing games to practice unit's targeted language structures (verb races, bingo, Tic-Tac-Toe).
- Utilizing teacher-created digital activities for unit's targeted language structures practice.
- Utilizing individual whiteboards and educational digital sites to practice unit's targeted language structures.
- Listen and interpret short oral segments dealing with a variety of topics and answer questions about what they heard.
- Answering direct response questions applying previously acquired vocabulary and language structures.
- Group and paired interpersonal activities (Estudiante A / Estudiante B, Diálogos, Role plays) using breakroom.

Week 5: Talking about food preference and ordering food (servir, pedir, preferir, almorzar, querer, costar,

poder).

- Utilizing Google slides presentations and games (Jeopardy, Hollywood Squares, etc) of the unit's targeted language structures.
- Playing games to practice unit's language structures (verb races, bingo, Tic-Tac-Toe).
- Utilizing teacher created digital activities for the unit's targeted language structures.
- Utilizing individual whiteboards and educational digital sites to practice unit's targeted language structures.
- Listen and interpret short comprehensible oral segments dealing with a variety of topics and answer questions about what they heard.
- Answering direct response questions using previously acquired vocabulary and language structures.
- Students complete [interpretive vocabulary assessment](#)

Week 6: Students complete [first performance assessment](#) to data for SGOs. Students continue talking about food preferences, ordering food, etc. (servir, pedir, preferir, almorzar, querer, costar, poder).

- Utilizing Google Slides presentations and games (Jeopardy, Hollywood Squares, etc) of the unit's targeted language structures.
- Playing games to practice unit's targeted language structures (verb races, bingo, Tic-Tac-Toe).
- Utilizing [teacher created digital activities](#) for practicing the unit's targeted language structures.
- Utilizing individual whiteboards and educational digital sites to practice unit's language structures.
- Listen and interpret short oral comprehensible segments dealing with a variety of topics and answer questions about what they heard.
- Answering direct response questions using previously acquired vocabulary and language structures.
- Group and paired interpersonal activities (Estudiante A / Estudiante B, Diálogos, Role play).

Week 7: Students review how to talk about food, food preferences, ordering food

- Utilizing Google Slide presentations and games (Jeopardy, Hollywood Squares, etc) of unit's targeted language structures
- Utilizing [teacher created digital activities](#) for practicing unit's language structures.
- Utilizing individual white boards and educational digital sites to practice unit's language structures.
- Listen and interpret short oral comprehensible segments dealing with a variety of topics and answer questions about what they heard.
- Answering direct response questions using previously acquired vocabulary and language structures.
- Group and paired interpersonal activities (Estudiante A / Estudiante B, Diálogos).

Week 8: Students describe restaurant scenes by completing presentational writing tasks while applying newly learned vocab such as [preferir, querer, pedir, servir, costar and poder](#).

- Utilizing Google Slides presentations of unit grammar and games (Jeopardy, Hollywood Squares, etc.)
- Utilizing [teacher created digital activities](#) for practicing unit's language structures.
- Utilizing individual whiteboards and educational digital sites to practice unit's targeted language structures.
- Listen and interpret short oral comprehensible segments dealing with a variety of topics and answer questions about what they heard.

- Answering direct response questions using previously acquired vocabulary and language structures.
- Group and paired interpersonal activities (Estudiante A / Estudiante B, Diálogos, Role Play).

Week 9: Students show their understanding of a written passage, the main idea with supporting details by identifying newly acquired vocabulary and language structures.

- Utilizing Google Slide presentations of unit’s targeted language structures and games (Jeopardy, Hollywood Squares, etc).
- Playing games to practice unit’s language structures (verb races, bingo, Tic-Tac-Toe).
- Utilizing [teacher created digital activities](#) for practicing unit’s language structures.
- Utilizing individual whiteboards and educational digital sites to practice unit’s language structures.
- Listen and interpret to short oral comprehensible segments dealing with a variety of topics and answer questions about what they heard.
- Answering direct response questions using previously acquired vocabulary and language structures.
- Picture Prompt

Week 10: Presentational assessment [“En un Restaurante”](#)

- Presentations of dialogs / skits
- Class discussions

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

- Powerful Strategies for Differentiating Instruction in your Foreign Language Classroom by Alice Kosnik.
- Breaking the Spanish Barrier by John Conner.
- Exercises in Spanish Grammar by Hayes School Publishing.
- Spanish English Dictionary.
- 501 Spanish verbs.

- Maps, Props and Realia.
- Teacher created worksheets and information.
- Spanish cookbooks.
- Educational digital sites

<https://www.yabla.com/>

<https://quizlet.com>

<https://edpuzzle.com>

<http://www.spanish4all.com/>

<http://www.spaleon.com/conj.php>

<http://www.abcteach.com/directory/languages/spanish/>

<http://www.learnspanish.com/>

<http://spanish.about.com/>

<http://spanishfood.about.com/>

<http://www.elmundo.es/>

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<http://www.ver-taal.com/index.htm>

<http://www.senorjordan.com/los-videos/>

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<https://es.islcollective.com/>

<https://www.profe-de-espanol.de/>

<https://www.audio-lingua.eu/?lang=es>

https://www.youtube.com/channel/UCTyCyyV0eKfEoMWI_V11z6A

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education

Enduring Understandings/Core Ideas

Performance Expectations

Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change.
All other Content Team copy and paste the Core Idea and Performance Expectation from NJDOE

link above.
