

03_Foods and the Restaurant

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **35 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

This is an introductory Spanish course continuing on from the topics studied in Spanish Novice 1. It builds on the basics of the Spanish language through the discovery of various Spanish-speaking cultures around the world. The units in this course include habitats around the world, including weather, animals and geographical locations; foods and eating in a restaurant; the house and the family; the body and health; and sports. Students will continue to ask questions in Spanish, as well as form sentences to answer questions in Spanish. This course develops the essential pieces of learning the next level of a world language with an emphasis on reading, writing, listening and speaking. It also uses the three modes of communication: interpretive, interpersonal and presentational. The course uses authentic materials to introduce these topics and allow the students to grow as Spanish speakers, readers, writers and listeners with a background knowledge of Hispanic cultures around the world.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- cultures of different Latin American countries eat different foods and at different times than North American cultures.
- there are three types of regular verbs in Spanish (AR, ER, IR).
- the countries of Latin America and the USA use different foods because of differences in products and climates.
- the pricing of foods is much less expensive in Latin American countries than in Spain and the United States.
- to conjugate a verb means to manipulate the infinitive so that it agrees with the different possible subjects.
- the cultural differences between English-speaking countries and Spanish-speaking countries bring a necessity to understand the culture before identifying the language and that language comes through culture.

Essential questions:

- How are meal times and meal-taking practices different in Spanish-speaking countries than in the United States?
- What are common foods eaten in Spanish-speaking cultures around the world?
- What is proper restaurant etiquette in Spanish-speaking cultures around the world?
- How is pricing different for food in Spanish-speaking cultures around the world?
- Why is pricing different for food in Spanish-speaking cultures around the world?
- How can I understand food choices and meal-taking practices in Spanish-speaking cultures around the world?

CONTENT AREA STANDARDS

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.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.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
WRK.K-12.P.4	Demonstrate creativity and innovation.
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.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.7	Plan education and career paths aligned to personal goals.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- people eat different foods in Spanish-speaking countries.
- there are various ways to describe foods and flavors.
- there are three types of verbs in Spanish (AR, ER and IR).

- they can conjugate these three types of verbs differently to form sentences in Spanish and create effective communication.

Procedural Knowledge

Students will be able to:

- request and provide information by asking and answering simple, practiced questions, using memorized words and phrases from the food and restaurant vocabulary.
- identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to foods and the restaurant.
- present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on foods and the restaurant.
- dramatize a skit that takes place in a restaurant between a waiter/waitress and a patron.
- copy/write words, phrases, or simple guided texts on foods and the restaurant.

EVIDENCE OF LEARNING

Formative Assessments

1. Listening comprehension: Describe different foods using a variety of descriptive adjectives.
2. Game: Escategorias: Students will create list on different categories and use their outside the box thinking to beat the other team.
3. Exit ticket: How do climate and location affect the products a country exports? How does this affect the food products of the country?
4. Listening activity: Teacher will create sentences omitting all subjects. Teacher will read sentences and/or basic story. Student will determine which subjects were used based on the verb conjugations.

Summative Assessments

1. Drawing/Writing/Critical Thinking Project: Students will create a detailed menu for a restaurant in a designated country. Students will identify the ingredients to each item in the menu. Students will decide how each item on the menu is priced based on the ingredients and the importance/rarity of the ingredient to their country. Students will be permitted to use publisher, PowerPoint, or word to create their menus. They may also create by hand. Students will bring in a cultural dish on their menu to share with the class.
2. Speaking assessment: In Spanish, students will explain what they eat today for breakfast and lunch. Must include 3 foods and a drink for each meal.

3. Unit test: Foods and ER & IR verbs
4. Vocabulary quiz: El restaurante
5. Partner speaking activity: Students will create a dialogue between a waiter/waitress and a patron in the restaurant. Graded rubric.

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Skills for Success: Spanish Middle/High School Workbook
- Skills for Success: Building Spanish Vocabulary
- Buen Viaje 1
- SmartBoard activities
- Food video: <http://www.youtube.com/watch?v=3ocJV9Q9IyI>
- Game "Los Puerquitos: La comida" <https://drive.google.com/file/d/11I4KB1779T5LG0dkxeBZK3fTSa0LyRkw/view?usp=sharing>
- Packet 1 "La comida del desayuno y almuerzo, y los verbos ER y IR" <https://drive.google.com/file/d/1RU-wmYnuAc9yGboHLEidAdkv-yzHONBI/view?usp=sharing>
- Google slides on regular ER & IR verbs <https://docs.google.com/presentation/d/1Q89Gl2tqaYdcm3dCu1pkVU5VqOmeOelmWoIjkP-xTwo/edit?usp=sharing>
- Google slides on irregular ER & IR verbs - Hacer, Dormir, Ir y Ver <https://docs.google.com/presentation/d/1xCtTBPGPV7v5tpFyMP1ICixQoCnGrR8OZBVUkO0DPxA/edit?usp=sharing>
- Packet 2 "El restaurante" https://drive.google.com/file/d/1XoZLIG0Znl4KHk3KCrjadzNtX_orvPOr/view?usp=sharing
- Google slides on common verbs used in a restaurant https://docs.google.com/presentation/d/1VIqb1kwbVs8plOc_zoPdIuKHNN1omqsrF4ynC-08iyE/edit?usp=sharing

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - Language Acquisition, Information Writing

Social studies - Anthropology

Visual performing arts - Dramatization

Technology/Multimedia - Educational tech applications

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.