

06-In the restaurant

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **15 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

The course provides students with the fundamental background to speak, to read, to write, and to understand the target language. A great deal of stress is placed on the development of audio-lingual skills including correct pronunciation, intonation, and accentuation. There will be a continued emphasis on the development of listening, speaking, reading and writing skills using the communicative approach. Additional material for development of the reading skills is provided for each student. The units on the culture and civilization of the target culture are expanded.

There will be a continued emphasis on the three modes of communication: interpretive, interpersonal, and presentational. Different opportunities will be provided to develop the listening, speaking, reading and writing skills using the communicative approach. Cultural aspects of the target language/culture will be expanded as well. Students are introduced to songs, movies and short literature selections throughout the year. The use of authentic materials will be provided to each student.

NJDOE Vision:

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand:

- how Spanish-speaking people enjoy restaurants.

- the cuisines of the Spanish speaking world (Spain, Mexico, Caribbean and others from the Spanish speaking world).
- food and eating habits differ from one culture to another.
- the use of correct vocabulary and grammar facilitating communication.
- cultural perspectives on meals.
- how to compare and contrast food/cuisines from Spanish speaking world vs United States.

Diversity and Inclusion

- Awareness of diversity & inclusion issues as relating to immigration, history, visual and performing arts, literature, climate, subject area content, population where appropriate in the content area.
- Awareness of political, economic, and social contributions, inclusive of all people, where appropriate to the content area.

Climate Change

Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students’ own cultures, population trends in the target culture(s) and the students’ own cultures.

CONTENT AREA STANDARDS

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| WL.NH.7.1.NH.IPERS.1 | Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. |
| WL.NH.7.1.NH.IPERS.2 | Ask and respond to questions on practiced topics and on information from other subjects. |
| WL.NH.7.1.NH.IPRET.1 | Identify familiar words and phrases in culturally authentic materials related to targeted themes. |
| WL.NH.7.1.NH.IPRET.2 | Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. |
| WL.NH.7.1.NH.IPRET.6 | Interpret some common cultural practices associated with the target culture(s). |
| WL.NH.7.1.NH.IPRET.7 | Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. |
| WL.NH.7.1.NH.PRSNT.3 | Describe orally and in writing people and things from the home and school environment. |
| WL.NH.7.1.NH.PRSNT.4 | Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. |
| WL.NH.7.1.NH.PRSNT.5 | When speaking and writing, use simple sentences and try to connect them with a few transition words. |

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

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

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| LA.W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.L.9-10.1.B | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| WRK.K-12.P.4 | Demonstrate creativity and innovation. |
| 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. |
| TECH.K-12.P.4 | Demonstrate creativity and innovation. |
| TECH.K-12.P.8 | Use technology to enhance productivity increase collaboration and communicate effectively. |
| TECH.K-12.P.9 | Work productively in teams while using cultural/global competence. |

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- Spanish restaurants (Spain, Mexico, Caribbean and others from the Spanish speaking world) have their own cultural dishes.
- the vocabulary needed to identify eating utensils and dishes and to identify more foods.
- expressions are needed to indicate hunger, thirst, and a preference.
- vocabulary and grammar to facilitate communication.
- geographical location impacts what and how people eat.

Procedural Knowledge

Students will be able to:

- ask and respond to questions in a restaurant setting..

- engage in discussion regarding the topics of food.
- explain the differences between Mexican, Spanish and Caribbean cuisines.
- describe foods, beverages and meals of the day.
- respond to questions about buying food and cooking.
- express likes and dislikes.
- engage in short conversation about what students like to eat and cook as well as what type of food is needed to cook specific recipes.
- identify table setting and different types of foods.
- to use present tense and past tense to talk about foods.
- infer the meaning of new words in reading related to regional cuisine and specific recipes: El mate, Los churros con chocolate, and Los mercados, La comida española, La comida mexicana, la comida del Caribe y de otros lugares hispanohablantes.
- to write about their favorite foods.

EVIDENCE OF LEARNING

Benchmark Assessments

Pear/Edulastic Assessment

Alternate Assessment

- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences

Formative Assessments

Three modes of communication: Interpretive, Interpersonal and Presentational: To discuss about restaurants, meals of the day, foods and beverages activities.

Do now's/Exit tickets-Vocabulary, answering questions, and writing sentences about meals of the day, foods and beverages.

Homework.

Role-playing activities-At the restaurant.

Paired/group activities-Prepare questions to find out about your partner's food preferences using the new food vocabulary of this unit.

Questions and answers by teacher/students related to restaurants, foods and beverages.

Interpretive-Listening activities-Vocabulary about foods and beverages/Listen and understand as people describe what they eat and drink for lunch (AP activity).

Speaking activities-La comida en el mundo hispanohablante (Ap activity).

Interpretive:Reading comprehension activities-El mate, los churros con chocolate y los mercados,la comida española, la comida mexicana y la comida del Caribe.

Cultural comparison: La comida española, la comida mexicana, la comida del Caribe y de otros países hispanohablantes (AP activity).

Presentational: Writing activities-El menú-Write a menu for several meals in Spanish.

Presentational activities-Order food and beverages at a restaurant (Using present and past tense).

Interpersonal-E-mail to a penpal in a Spanish speaking country to express your opinion about food preferences (AP activity).

Summative Assessments

QUIZZES: Using the three modes of communication: Interpretive, Interpersonal, and Presentational (Application of vocabulary and grammatical functions related to restaurants, meals of the day, foods and beverages)

- Vocabulary quizzes-Foods and beverages
- Grammar quizzes: students use vocabulary and present and preterite verbs about at the restaurant activities (Vocabulary and present and preterite forms)
- Oral Quizzes: students answer personal questions on topic using technology.
- Writing assessment: Paragraph format about foods and beverages-Write about foods and beverages that you like and others that you dislike and why. (AP activity)

Examples: Interpretive: Listening to audio/viewing videos

Interpersonal: Speaking with a partner/E-mail

Presentational: Writing or speaking/Presentations

PROJECT-La comida y las bebidas de los países hispanohablantes-Using laptops, create a presentation via

Google Slides- Match regional dish with its geographical location

Chapter TEST: Using the three modes of communication: Interpretive, Interpersonal, and Presentational

(Application of vocabulary and grammatical functions related to restaurants, meals of the day, foods and beverages activities using the three modes of communication)

Benchmark Assessment-Mid year Review

Benchmark Assessment- End of year Review

RESOURCES (Instructional, Supplemental, Intervention Materials)

Buen viaje -Glencoe Spanish 1-(Chapter 14-En el restaurante)

Buen viaje 1-Glencoe-Practice workbook and audio/visual components

[Weblink](#)

[Weblink](#)

[Weblink](#)

[Weblink](#)

Incorporating visuals within texts

Powerpoints/Google slides

Provide written and oral directions

Pairing students

Sample texts

Internet sites

Graphic organizers

Authentic documents

Quizlet

Kahoot

INTERDISCIPLINARY CONNECTIONS

Music Appreciation.

Use technology to enhance productivity.

Work productively in teams while using cultural global competence.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

Spanish 2 Honors:

- Ask questions about what people like to eat or not.
- Present orally on how to make a Spanish recipe and why they chose that specific dish.
- Converse about favorite dishes and why. Converse about ordering at a restaurant.
- Associate specific dishes to specific Spanish speaking countries.

Differentiation/Accommodations/Modifications

| Gifted and Talented | English Learners | Students with 504s | Students with Disabilities | Students at Risk of School Failure |
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| Differentiated Assignments: Provide advanced or more complex assignments that delve deeper into the curriculum content and require critical thinking, analysis, and creativity. | Language Support: Provide bilingual dictionaries or translation tools to aid in understanding instructions or content. Offer translated materials or instructions in the student's native language when necessary. | Extended Time: Allow additional time for assignments, tests, or classwork based on the student's needs. | Accessible Instructional Materials: Provide materials in accessible formats such as large print, audio, braille, or digital text to accommodate visual or print disabilities. | Small Group Instruction: Provide small group settings for targeted instruction and support in areas where students struggle. |
| Independent Projects: Offer opportunities for independent research projects or self-directed learning related to | Simplified Language: Use simpler language, avoid idiomatic expressions, and break down | Modified Assignments: Provide modified versions of assignments or tests that align with the student's abilities while covering the same educational | Extended Time for Assignments/Assessments: Allow additional time for completing assignments or assessments to accommodate processing difficulties or physical | Additional Instructional Time: Offer extended instructional time or after-school tutoring sessions to reinforce concepts |

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| students' interests or passions. | complex sentences to aid comprehension. | content. | limitations. | and provide extra help. |
| Enrichment Activities: Introduce enrichment activities that extend beyond the standard curriculum, such as workshops, seminars, or competitions in specialized areas of interest. | Provide simplified versions of texts or materials without compromising content depth. Visual Aids and Graphics: Incorporate visual aids, images, charts, or diagrams to support understanding of concepts, especially for visual learners. | Use of Technology: Permit the use of assistive technology tools (text-to-speech software, speech recognition, calculators) to aid in completing assignments or accessing curriculum materials. | Assistive Technology: Provide access to assistive technology tools (screen readers, speech-to-text software, communication devices) that support learning and communication. Modified Assignments and Assessments: Offer modified versions of assignments or assessments that align with the student's abilities while addressing their disabilities. | Individualized Learning Plans: Develop individualized plans that address specific academic needs, learning styles, and areas of improvement. |
| Flexible Pacing: Allow students to progress through the curriculum at their own pace, enabling acceleration or access to higher-level materials if needed. | Contextualization and Real-Life Examples: Relate lessons to real-life scenarios or the student's cultural experiences to enhance comprehension and engagement. | Preferential Seating: Allow the student to sit in a specific location in the classroom that supports their learning needs (e.g., closer to the teacher, away from distractions). | Use of Scribes or Readers: Allow the use of scribes or readers for students with motor or visual impairments to assist in writing or accessing written material. | Modified Assignments and Assessments: Offer modified assignments or assessments to match the student's current level of proficiency while ensuring alignment with curriculum standards. |
| Mentorship and Expert Resources: Provide access to mentors, experts in the field, or external resources to guide and support students in exploring their interests deeply. | Extended Time and Flexible Assignments: Allow extended time for completing assignments or assessments to accommodate the additional time needed for language processing. Modify assignments or assessments to focus more on content understanding rather than language proficiency. | Visual Aids: Provide visual aids such as charts, graphs, or diagrams to support comprehension of complex concepts. | Preferential Seating and Physical Accommodations: Allow seating arrangements that accommodate physical needs, such as closer proximity to the teacher or flexible seating options. | Progress Monitoring and Feedback: Implement regular progress monitoring and provide constructive feedback to track improvement and guide learning strategies. |
| Complex Problem-Solving Tasks: Present challenging problems or real-world scenarios that require critical thinking, complex analysis, and innovative solutions. | Peer Support and Group Work: Encourage collaborative | Chunking Information: Break down tasks or information into smaller, manageable parts to aid in understanding and completion. | Ensure physical accommodations like wheelchair accessibility, adaptive furniture, or sensory-friendly | Use of Multi-Sensory Techniques: Utilize multi-sensory teaching methods |
| Extension | | | | |

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| Activities: Offer specialized activities that cater to the unique interests and abilities of gifted students, allowing them to delve deeper into specific subjects. | learning opportunities, group work, or pairings with proficient English speakers to facilitate language practice and interaction. | Sensory Accommodations: Implement accommodations for students with sensory needs, such as noise-canceling headphones, a quiet space for breaks, or fidget tools. | environments. | to engage students through visual, auditory, and kinesthetic learning experiences. |
| Cross-Grade Opportunities: Provide opportunities for collaboration or participation in higher-level classes or activities across grade levels to meet the advanced learning needs. | Pre-Teaching Vocabulary and Concepts: Introduce key vocabulary and concepts before a lesson to familiarize ELLs with the language they will encounter. | Note-Taking Support: Provide copies of class notes or allow the use of a note-taking device (tablet, laptop) to assist in recording information. | Visual and Auditory Supports: Use visual aids, graphic organizers, or auditory cues to reinforce learning and aid comprehension for students with learning disabilities or ADHD. | Flexible Grouping Strategies: Employ flexible grouping strategies, such as peer tutoring, cooperative learning, or ability-based grouping, to support struggling students. |
| Leadership Roles and Projects: Offer leadership roles within the classroom or school community, empowering gifted students to take on responsibilities and initiatives. | Language Scaffolding: Provide step-by-step guidance or support through the use of sentence starters, graphic organizers, or structured outlines. | Flexible Testing Environment: Offer a quiet room or alternative setting for exams, adjustments in lighting, or breaks during tests. | Chunking Information and Simplified Language: Break down instructions or information into smaller, more manageable parts to aid understanding and processing. | Positive Reinforcement and Encouragement: Offer positive reinforcement, encouragement, and recognition of effort to boost motivation and self-esteem. |
| Personalized Learning Plans: Develop personalized learning plans that cater to each student's strengths, interests, and learning styles. | Clarification and Repetition: Encourage teachers to clarify instructions, repeat key points, and check for understanding frequently throughout lessons. | Instructional Modifications: Adjust instructional methods or materials to accommodate the student's learning style or preferences. | Individualized Instructional Strategies: Implement instructional strategies tailored to the student's learning style, strengths, and needs. | Study Skills and Organizational Support: Teach study skills, time management, and organizational strategies to help students become more independent learners. |
| Field Trips and Experiential Learning: Organize field | Cultural Sensitivity: Foster a culturally inclusive environment and acknowledge diverse perspectives within the curriculum content. | Behavioral Supports: Implement behavior management strategies or | Behavioral Supports and Sensory Accommodations: Provide supports to address behavioral challenges, such as positive behavior reinforcement strategies. Accommodate sensory needs through noise reduction, sensory breaks, or sensory tools for students with sensory processing disorders. | Social-Emotional Support: Provide social-emotional learning |

trips or experiential learning opportunities that go beyond the classroom to enrich their learning experiences.

language development activities within the curriculum, such as opportunities for speaking, listening, reading, and writing in English.

Assessment Modifications: Offer alternative forms of assessment (oral presentations, projects) to evaluate understanding beyond written exams.

supports to address any behavioral challenges that affect learning.

Communication Support: Utilize communication tools or aids for students with speech or language impairments.

Ensure that the accommodations align with the goals outlined in the student's 504 plan.

Communication Methods: Support alternative communication methods (sign language, augmentative and alternative communication devices) for students with communication disorders.

Collaboration and Support Services: Foster collaboration between teachers, support staff, and specialists (speech therapists, occupational therapists) to address the diverse needs of students.

Ensure that the accommodations align with the goals outlined in the student's Individualized Education Plan (IEP).

opportunities and counseling support to address emotional barriers affecting academic performance.

Curriculum Modifications:

Modify curriculum content or pacing to ensure it meets the students' needs and facilitates understanding.

Parent and Community Involvement: Engage parents and the community in supporting student learning through workshops, information sessions, or family involvement activities.

Access to Resources and Interventions: Ensure access to specialized resources, interventions, or intervention specialists to address specific learning challenges.

Alternative Assessments:

Offer alternative forms of

assessment that better align with students' strengths and provide a more accurate representation of their knowledge and skills.