

# 02\_ La Comida y En El Restaurante

Content Area: **World Language**  
Course(s):  
Time Period: **Semester**  
Length: **20-25 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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This is a half year Spanish 5 elementary course. The units include a review of Spanish 4 elementary, food and restaurants, my house and town, and my family. Students will learn different Spanish vocabulary words. They will continue to answer questions in Spanish and write simple sentences that give opinions and descriptions. This course develops the essential pieces of learning a world language: reading, writing, listening and speaking. It also emphasizes the three modes of communication: interpretive, interpersonal and presentational.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand that:

- the use of food vocabulary is universal.
- it is important to express their likes and dislikes of foods using gustar.
- it is essential to know the proper way to order food using Spanish food vocabulary and manners of Spanish speaking countries.

Essential Questions:

- How can I express my opinion of various foods in Spanish?
- How can I use Spanish vocabulary to order food politely?

## **CONTENT AREA STANDARDS**

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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.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and

	requests that relate to familiar and practiced topics.
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)**

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9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
TECH.K-12.P.4	Demonstrate creativity and innovation.

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand that:

- the use of food vocabulary is universal.
- gustar can be used to express their likes and dislikes of foods.
- there are polite ways to order foods in Spanish speaking countries when in a restaurant.

### **Procedural Knowledge**

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Students will be able to:

- ask and answer simple practiced questions using food vocabulary and restaurant etiquette.
- express one's own and react to other's basic preferences using memorized food vocabulary words or phrases, and simple memorized sentences that are supported by gestures and visuals.
- imitate gestures and intonation of native Spanish speaking cultures in daily interactions.
- Imitate skits of ordering in a restaurant.
- copy/write food words and phrases.
- respond with actions and/or gestures to written and oral requests as related to food and restaurant etiquette.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Benchmark Assessments**

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EduLastic Assessments

## **Alternative Assessments**

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

## **Formative Assessments**

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exit ticket

student vocabulary checklist

### **Summative Assessments**

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teacher observational checklist

menu project

oral speaking restaurant skit

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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[Menu Terms](#)

[YouTube-Ordering in a Restaurant](#)

[Profe Peplinski](#)

[Spanish Resource Library](#)

[2022 Elementary Resources-PDF Powerpoint](#)

[Rockalingua](#)

### **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts-Language Acquisition

Social Studies-Currency

### **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

