

# 07\_ La Comida y El Restaurante

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **25 days**  
Status: **Published**

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

This is an introductory Spanish course. It introduces the students to the basics of the Spanish language through the discovery of various Spanish-speaking cultures around the world. The units in this course include the alphabet, the days of the week, the months of the year, the seasons, geography of the Spanish-speaking countries, the numbers, dates, time, activities, descriptions, school, clothing, professions and places. Students will learn how to ask questions in Spanish, as well as how to form sentences to answer questions in Spanish. This course develops the essential pieces of learning the beginning levels of a world language: reading, writing, listening and speaking. It also emphasize 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**

### ***Objectives- Students will understand that:***

- cultures of different Latin American countries eat different foods and at different times than North American cultures.
- 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.
- 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?

***Enduring Understandings:***

- There are different foods associated with different cultures around the world.
- Pricing of foods is dependent on a specific country’s economy.
- Meal-taking practices are special to each society.

**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.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.
	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

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

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LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command

	of formal English when indicated or appropriate.
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.1	Act as a responsible and contributing community members and employee.
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**

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### **Declarative Knowledge**

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Students will understand that:

- people eat different foods in Spanish-speaking countries.
- there are various ways to describe foods and flavors.
- there are many customs tied to food and festivals in South America and Spanish speaking countries.

### **Procedural Knowledge**

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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**

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### **Formative Assessments**

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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**

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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
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)**

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- Skills for Success: Spanish Middle/High School Workbook
- Skills for Success: Building Spanish Vocabulary
- Buen Viaje 1
- SmartBoard activities
- [Packet - La Comida y El Restaurante](#)
- [Food video](#)
- [Game "Los Puerquitos: La comida"](#)
- [Google slides on common verbs used in a restaurant](#)
- [Video: Las Comidas en Español](#)

## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - Language Acquisition, Information Writing

Social studies - Anthropology

Visual performing arts - Dramatization

Technology/Multimedia - Educational tech applications

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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### **Accommodations & Modifications**

#### **Students within Special Education programs:**

\*Individual accommodations and modifications will be made according to the IEP document by may include:

Provide modified notes and access to extra copies online

Provide oral reminders and check student work during independent work time

Model skills/techniques to be mastered

Check and sign assignment planner

Preferential seating

Modified or scaffolded homework and classwork

Provide extended time as needed

Provide graphic organizers and study guides

**Students with 504s:**

\*Individual accommodations and modifications will be made according to the 504 document by may include:

Provide modified notes and access to extra copies online

Provide oral reminders and check student work during independent work time

Model skills/techniques to be mastered

Check and sign assignment planner

Preferential seating

Modified or scaffolded homework and classwork

Provide extended time as needed

Provide graphic organizers and study guides

**English Learners:**

Provide scaffolded assignments and assessments

Pair visual prompts with visual presentations

Check and sign assignment planner

Native Language translation

Extended time for assignment and assessment as needed

Highlight key vocabulary

Use graphic organizers

Provide verbal and written directions

**At Risk of Failure:**

Encourage class participation and reinforce skills

Model skills and assignments

Extended to time to complete class work

Preferential seating

Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

**Gifted and Talented:**

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments