**UNIT OVERVIEW: Meal Taking World Language**

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| **STAGE ONE: Identify Desired Results** | | | |
| Established Goals/Standards | [ACTFL Standards](http://www.actfl.org/node/192)  S1.1, 1.2, 1.3  2.1, 2.2  3.2  4.1, 4.2  5.1 | Long-Term Transfer Goals |
| *At the end of the Meal Taking unit, students will use what they have learned to independently*   * *Communicate in the target language, in various situations, about themselves and others.* * *Be tolerant and sensitive to cultures different than their own* | |
| Meaning | |
| Enduring Understandings  *Students will understand that*   * Meal Taking consists of meals of the day, food categories, drinks/beverages, place setting, eating in a restaurant. * Language follows patterns that are often messy and unpredictable. * Studying another culture offers insight into our own. * Language learning involves acquiring strategies to fill communication gaps. * Members of one culture may make assumptions about other cultures based on their own attitudes, values, and beliefs. | Essential Questions  *Students will consider such questions as…*  How can I use the target language to communicate wants and needs about food items and meals?  How do you incorporate a healthy lifestyle?  What is wellness and how does food choice influence your health?  How does socio-economic status affect food and health choices?  How does geography influence food options and choices? |
| Acquisition | |
| *What knowledge will students learn as part of this unit?*   * Students will learn vocabulary and useful phrases for meals of the day, food categories, drinks/beverages, place setting, eating in a restaurant. * Students will acquire syntax strategies; interrogative words; opinions; like/dislike/favorites; simple verbs/regular verbs; gender/adjective agreement; restaurant phrases. * Students will learn about the mealtimes, meal customs and eating habits, restaurant/mealtime etiquette of other cultures. | *What skills will students learn as part of this unit?*   * Students will apply meal taking vocabulary in order to provide and obtain information. * Students will use knowledge of syntax to communicate both expressively and receptively. * Students will gain an appreciation of other cultures. |

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| **STAGE TWO: Determine Acceptable Evidence** | |
|  | Assessment Evidence |
| Criteria to assess understanding:    Teacher created rubrics based on NYS Assessments. | Performance Task focused on Transfer:   |  | | --- | | In this performance task, scholars discuss what they like to eat while eating at the school cafeteria. They name at least 5 items. ***This performance task centers on ACTFL Standards 1.1A, 1.1B, 1.1C, 1.1D, 1.1E*** | | You and a classmate are on Facebook chatting with a couple of high school students from another city. You and your friend ask and receive information about different target language restaurants in that city. |   Facebook Chatting between a couple of high school scholars: “Facebook Chat”  Step 1: Partners chat with scholars from another city in the target language.  Step 2: Partners introduce themselves and say which city they are from.  Step 3: Partners ask and respond to five questions of their choice about restaurants in the city of that target language using unit vocabulary and grammar.  Step 4: Partners provide a salutation to one another.  Step 5: Perform dialogue.  [Teacher Created Rubric](file:///C:\Users\1226210\Desktop\speaking%20rubric.pdf) |
| Other Assessment Evidence:  Homework, Class Participation, Classwork (listening, reading and writing activities in TL), Informal Speaking, Writing, Listening, and Reading Tasks, Quizzes, Unit Test, project-based assessment: My Plate project. |

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| T, M, A  *(Code for Transfer, Meaning Making and Acquisition)* | **STAGE THREE: Plan Learning Experiences** | | |
| Lessons 1-3:  A, M  Lessons 4-6:  A, M  Lesson 7:  M  Lessons 8-9:  M,T  Lesson 10:  A, M, T | Learning Events:  Lessons 1 through 3: Scholars identify and use vocabulary with imagery, audio and kinesthetic activities in context.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | BREAKFAST | LUNCH | DINNER | SWEETS | DAIRY/MILK | | MEAT | VEGETABLES | FRUITS | BREAD | CHIPS | | CAKE | CANDY | CHOCOLATE | VANILLA | PIE | | SODA | SUGAR | COOKIES | ICE-CREAM | CHEESE | | BUTTER | FRUITS | ORANGE | BANANA | LEMON | | PINEAPPLE | WATERMELON | PEACH | GRAPES | CHERRY | | MUSHROOM | PUMPKIN | ONION | CORN | CARROTS | | LETTUCE | CHICKEN | TURKEY | STEAK | FISH | | EGGS | PANCAKES | BACON | SAUSAGE | TOAST | | ORANGE-JUICE | TEA | COFFEE | CERAL | WATER | | SANDWICH | HOT-DOG | HAMBURGER | PIZZA | SALAD | | POTATO | PASTA | TOMATO | HUNGRY | FULL | | CRAVING | THIRSTY | SOUR | SALTY | SPICY | | DRY | MONEY | COST | PAY | DOLLAR | | CENTS | CREDIT-CARD | CHECK | TOTAL | FOOD/EAT |  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  | TOTAL | FOOD/EAT |   Lessons 4 through 6: Scholars are using vocabulary in context and learning how to modify adjectives and verbs. Scholars are learning grammatical strategies to describe themselves and others.  Lesson 7: Scholars are practicing expressive and receptive activities.  Lessons 8 and 9: Scholars create a brochure or a poster, and present a dialogue.  Lesson 10: Scholars will review material and then take unit exam. | Evidence of learning: *(formative assessment)*  Daily Informal Assessment (Ticket Out the Door, Journals, Warm Up, Class Participation, Graphic Organizers) Lessons 1-10  Quizzes  Dialogue (Lesson 9)  Unit Test (Lesson 10) |