**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, 1.32.1, 2.23.24.1, 4.25.1 | 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*
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| 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:

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| 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%3A%5CUsers%5C1226210%5CDesktop%5Cspeaking%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, MLessons 4-6: A, MLesson 7: MLessons 8-9: M,TLesson 10: A, M, T | Learning Events: Lessons 1 through 3: Scholars identify and use vocabulary with imagery, audio and kinesthetic activities in context.

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| 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 |

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|  |  |  | 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 1-10QuizzesDialogue (Lesson 9)Unit Test (Lesson 10) |