

UNIT OVERVIEW: Meal Taking

World Language

STAGE ONE: Identify Desired Results			
Established Goals/Standards	ACTFL Standards S1.1, 1.2, 1.3 2.1, 2.2 3.2 4.1, 4.2 5.1	Long-Term Transfer Goals	
		<i>At the end of the Meal Taking unit, students will use what they have learned to independently</i> <ul style="list-style-type: none"> 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 <i>Students will understand that</i> <ul style="list-style-type: none"> 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 <i>Students will consider such questions as...</i> 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	
		<i>What knowledge will students learn as part of this unit?</i> <ul style="list-style-type: none"> 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. 	<i>What skills will students learn as part of this unit?</i> <ul style="list-style-type: none"> 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.

STAGE TWO: Determine Acceptable Evidence	
	Assessment Evidence
<p>Criteria to assess understanding:</p> <p>Teacher created rubrics based on NYS Assessments.</p>	<p>Performance Task focused on Transfer:</p> <p>In this performance task, scholars discuss what they like to eat while eating at the school cafeteria. They name at least 5 items. <i>This performance task centers on ACTFL Standards 1.1A, 1.1B, 1.1C, 1.1D, 1.1E</i></p> <p>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.</p> <p>Facebook Chatting between a couple of high school scholars: “Facebook Chat”</p> <p>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.</p> <p>Teacher Created Rubric</p>
	<p>Other Assessment Evidence:</p> <p>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.</p>

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:					Evidence of learning: <i>(formative assessment)</i> 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) <

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