

UNIT OVERVIEW: Meal Taking

World Language

STAGE ONE: Identify Desired Results		
Established Goals/Standards	Long-Term Transfer Goals	
	ACTFL Standards	<i>At the end of the Meal Taking unit, students will use what they have learned to independently</i>
	S1.1, 1.2, 1.3	<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
	2.1, 2.2	
	Meaning	
3.2	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?
4.1, 4.2		
5.1		
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	Learning Events: Lessons 1 through 3: Scholars identify and use vocabulary with imagery, audio and kinesthetic activities in context.					Evidence of learning: <i>(formative assessment)</i>																																																																											
Lessons 4-6: A, M	<table border="1" data-bbox="276 630 1307 1501"> <tr> <td>BREAKFAST</td> <td>LUNCH</td> <td>DINNER</td> <td>SWEETS</td> <td>DAIRY/MILK</td> </tr> <tr> <td>MEAT</td> <td>VEGETABLES</td> <td>FRUITS</td> <td>BREAD</td> <td>CHIPS</td> </tr> <tr> <td>CAKE</td> <td>CANDY</td> <td>CHOCOLATE</td> <td>VANILLA</td> <td>PIE</td> </tr> <tr> <td>SODA</td> <td>SUGAR</td> <td>COOKIES</td> <td>ICE-CREAM</td> <td>CHEESE</td> </tr> <tr> <td>BUTTER</td> <td>FRUITS</td> <td>ORANGE</td> <td>BANANA</td> <td>LEMON</td> </tr> <tr> <td>PINEAPPLE</td> <td>WATERMELON</td> <td>PEACH</td> <td>GRAPES</td> <td>CHERRY</td> </tr> <tr> <td>MUSHROOM</td> <td>PUMPKIN</td> <td>ONION</td> <td>CORN</td> <td>CARROTS</td> </tr> <tr> <td>LETTUCE</td> <td>CHICKEN</td> <td>TURKEY</td> <td>STEAK</td> <td>FISH</td> </tr> <tr> <td>EGGS</td> <td>PANCAKES</td> <td>BACON</td> <td>SAUSAGE</td> <td>TOAST</td> </tr> <tr> <td>ORANGE-JUICE</td> <td>TEA</td> <td>COFFEE</td> <td>CERAL</td> <td>WATER</td> </tr> <tr> <td>SANDWICH</td> <td>HOT-DOG</td> <td>HAMBURGER</td> <td>PIZZA</td> <td>SALAD</td> </tr> <tr> <td>POTATO</td> <td>PASTA</td> <td>TOMATO</td> <td>HUNGRY</td> <td>FULL</td> </tr> <tr> <td>CRAVING</td> <td>THIRSTY</td> <td>SOUR</td> <td>SALTY</td> <td>SPICY</td> </tr> <tr> <td>DRY</td> <td>MONEY</td> <td>COST</td> <td>PAY</td> <td>DOLLAR</td> </tr> <tr> <td>CENTS</td> <td>CREDIT-CARD</td> <td>CHECK</td> <td>TOTAL</td> <td>FOOD/EAT</td> </tr> </table>					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	Daily Informal Assessment (Ticket Out the Door, Journals, Warm Up, Class Participation, Graphic Organizers) Lessons 1-10
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Lessons 8-9: M,T						Quizzes																																																																											
Lesson 10: A, M, T						Dialogue (Lesson 9)																																																																											
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	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.					TOTAL																																																																											

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