



Important Information:

- Unit Ended January 18th Last Year
- December 4th- Half Day- Food Pictionary
- January 8th- Half Day- Spain Kahoot

Unit # 3	Performance Indicator 1:	Proficiency Target:
Essential Question: What do my food choices reflect about my culture?	I can select items to eat from a breakfast menu	Weak Intermediate Mid
Performance Assessments:		
<ul style="list-style-type: none"> • Interpretive Reading Assessment- Students will read a short infographic on breakfasts and answer the interpretive questions. 		
Authentic Resources:		
<ul style="list-style-type: none"> • Teacher PACE On Breakfast Foods • Breakfasts Around The World Article And Pictures • Menus from Spain and Mexico for breakfast 		
Targeted Structures And Approaches:		
<ul style="list-style-type: none"> • Preterite Tense of regular AR/ER/IR verbs in yo and tú forms <ul style="list-style-type: none"> • Introducing era/estaba/había • Introducing irregular yo/tú forms- fui/fuiste, hice/hiciste, vi/viste, di/diste, puse/pusiste, dije/dijiste, quise/quisiste, tuve/tuviste, conduje/condujiste 		
Learning Target 1	Check For Understanding	Language Chunks & Vocabulary
I can identify different breakfast foods from pictures <i>Interpretive</i>	Students will view an array of pictures and select which breakfast foods they normally eat. Then they will compare with their partner to see which ones are popular and which ones are not.	
Learning Target 2	Check For Understanding	Language Chunks & Vocabulary
I can have a conversation about what I like and don't like for breakfast <i>Interpersonal</i>	Students will speak with their partner about their normal breakfast routine including what they eat, when they eat, why they eat or don't eat breakfast.	
Learning Target 3	Check For Understanding	Language Chunks & Vocabulary
I can indicate whether someone did or didn't do something this morning <i>Interpretive</i>	Students will complete a teacher created structured input activity asking them questions about what	



	they believe their teacher ate for breakfast this past week. They will mark whether they think it's logical or illogical and then complete the chart with other items that are logical or illogical.	
Learning Target 4	Check For Understanding	Language Chunks & Vocabulary
I can describe what I ate this morning for breakfast <i>Presentational</i>	Students will first listen to Señor explain what he ate for breakfast and mark that on their papers. Then the teacher will show the same pictures and students will write basic sentences explaining whether they ate or didn't eat the different foods.	
Learning Target 5	Check For Understanding	Language Chunks & Vocabulary
I can match descriptions of breakfast foods to their pictures <i>Interpretive</i>	Students will receive an article with different breakfast descriptions from around the world and pictures of those breakfasts. They will read the article and match the picture to the description.	
Learning Target 6	Check For Understanding	Language Chunks & Vocabulary
I can categorize different breakfast foods from a menu <i>Interpretive</i>	Students will be assigned either a breakfast menu from Spain or Mexico and read it and classify different dishes as drinks, main entrees, vegetarian options etc.	
Learning Target 7	Check For Understanding	Language Chunks & Vocabulary
I can exchange information about different breakfast menus <i>Interpersonal/Presentational</i>	Students will share their new information with their partner to help them complete their graphic organizer. The students will then decide which restaurant had better options and write a quick Google Classroom post explaining what they ate at the restaurant and how it was.	

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<p>Unit # 3 Essential Question: What do my food choices reflect about my culture?</p>	<p>Performance Indicator 2: I can describe what I ate at a Spanish or Latin American restaurant</p>	<p>Proficiency Target: Weak Intermediate Mid</p>
<p>Performance Assessments:</p> <ul style="list-style-type: none"> Presentational Writing- Students will write a Yelp Review for a Spanish or Latin American restaurant that they went to. They will include information about what they ate, how it was, how much it cost, what they did while they were at the restaurant and why it was a good or bad experience. 		
<p>Authentic Resources:</p> <ul style="list-style-type: none"> Teacher Structured Input Activities School Lunches From Around The World Pictures <ul style="list-style-type: none"> Tapas pictures and definitions <ul style="list-style-type: none"> Tapas Menu Puerto Rican Menu Article on the difference between Spanish/Latin American food <ul style="list-style-type: none"> Teacher Created Yelp Review Yelp Review From Last Year 		
<p>Targeted Structures And Approaches:</p> <ul style="list-style-type: none"> Preterite Verbs In Yo/Tú forms Emphasis on AR, ER, IR, Ir, Ser, Dar, Ver, Poner, Decir, Tener, Estar, Querer, Poner 		
<p>Learning Target 1</p>	<p>Check For Understanding</p>	<p>Language Chunks & Vocabulary</p>
<p>I can identify different lunch and dinner foods based on their photos <i>Interpretive</i></p>	<p>Students will view photos of different lunch or dinner items and mark off what they normally eat. Then they will compare with their partner and discuss which items are the most common for teenagers.</p>	
<p>Learning Target 2</p>	<p>Check For Understanding</p>	<p>Language Chunks & Vocabulary</p>
<p>I can have a conversation about what I normally eat for lunch or dinner and why <i>Interpersonal</i></p>	<p>Students will speak with their partner about what they did yesterday at lunch or dinner.</p>	
<p>Learning Target 3</p>	<p>Check For Understanding</p>	<p>Language Chunks & Vocabulary</p>



I can indicate whether someone did or didn't do something yesterday <i>Interpretive</i>	Students will complete a teacher created structured input activity to determine what Señor did yesterday. Then they will come up with three additional activities he does every day in comparison to what he did yesterday.	
Learning Target 4	Check For Understanding	Language Chunks & Vocabulary
I can explain what I ate for lunch yesterday <i>Presentational</i>	Students will do a quick write explaining what they ate yesterday for lunch. This will be a tiered writing task.	
Learning Target 5	Check For Understanding	Language Chunks & Vocabulary
I can have a conversation about what I did this past week	Students will play the game Ask Ask Switch to find out about what their classmates did yesterday.	
Learning Target 6	Check For Understanding	Language Chunks & Vocabulary
I can match descriptions of lunches to their pictures	Students will receive an article about lunches from around the world and will match the pictures to the descriptions. They will then discuss which lunch looks most appetizing and why.	
Learning Target 7	Check For Understanding	Language Chunks & Vocabulary
I can compare and contrast school lunch here with school lunch in another country	Students will use the article to compare and contrast lunches from around the world with WHS lunches.	
Learning Target 8	Check For Understanding	Language Chunks & Vocabulary
I can match descriptions of tapas to their pictures <i>Interpretive</i>	Students will first read the definition of tapas to understand what they are. They will then see the name of 6 famous tapas and draw pictures of what they believe they will be. Students will then match pictures of tapas to their names and then read descriptions to match to the pictures. Finally students will imagine they went to a tapas restaurant and describe	



	what they ate and how it was.	
Learning Target 9	Check For Understanding	Language Chunks & Vocabulary
I can explain what Tapas are in my own words <i>Presentational</i>	Students will have 30 seconds to explain to their partner what Tapas are. The other person will listen and repeat back the idea and then add any additional information.	
Learning Target 10	Check For Understanding	Language Chunks & Vocabulary
I can categorize tapas based on their main ingredients <i>Interpretive</i>	Students will read a tapas menu and categorize the different foods into <i>meat, fruit, vegetable, fish, poultry, dessert, other</i> . They will then rank what they would want to eat and what they would avoid.	
Learning Target 11	Check For Understanding	Language Chunks & Vocabulary
I can explain what I ate at a Tapas restaurant <i>Interpersonal</i>	Students will do a quick write imagining they went to that Tapas restaurant and write about three things they ate and how they were.	
Learning Target 12	Check For Understanding	Language Chunks & Vocabulary
I can categorize different Puerto Rican dishes based on their main ingredients <i>Interpretive</i>	Students will read a Puerto Rican menu and categorize the food as either <i>meat, fruit, vegetable, fish, poultry, dessert, other</i> . They will then rank what they would want to eat and what they would avoid.	
Learning Target 13	Check For Understanding	Language Chunks & Vocabulary
I can summarize the differences between Spanish and Latin American food <i>Interpretive</i>	Students will read an article on the differences between Spanish and Latin American food and summarize in Spanish the main differences between the two cuisines.	
Learning Target 14	Check For Understanding	Language Chunks & Vocabulary
I can explain to someone the difference between Spanish and Latin American food <i>Interpretive</i>	Students will receive an email from a confused person who doesn't understand the difference	



	between Spanish and Latin American foods. They will read the email and respond appropriately.	
Learning Target 15	Check For Understanding	Language Chunks & Vocabulary
I can isolate positive and negative comments on a Yelp review about a restaurant <i>Interpretive</i>	Students will read a Yelp Review of an experience at a restaurant and isolate the positive and negative parts of the review. They will then summarize what happened while this person was at the restaurant.	
Learning Target 16	Check For Understanding	Language Chunks & Vocabulary
I can ask and answer questions about my last experience at a restaurant <i>Interpersonal</i>	Students will discuss the last time they went to a restaurant and talk about the positives and negatives that happened	
Learning Target 17	Check For Understanding	Language Chunks & Vocabulary
I can score a piece of writing based on the presentational writing rubric <i>Interpretive</i>	Students will view two different essays from students and rank them on the presentational rubric. They will be allowed to speak English for this day.	

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Unit # 3 Essential Question: What do my food choices reflect about my culture?	Performance Indicator 3: I can compare and contrast snacks in the United States to snacks in Spanish speaking countries	Proficiency Target: Weak Intermediate Mid
Performance Assessments:		
<ul style="list-style-type: none"> There is no performance assessment for this indicator 		
Authentic Resources:		
<ul style="list-style-type: none"> Video on Spanish speaking desserts 		



Targeted Structures And Approaches:

- Comparatives and Superlatives

Learning Target 1	Check For Understanding	Language Chunks & Vocabulary
I can match descriptions of a dessert to its picture <i>Interpretive</i>	Students will view photos of different desserts and match the descriptions of the desserts to the pictures.	
Learning Target 2	Check For Understanding	Language Chunks & Vocabulary
I can compare and contrast Spanish desserts and American desserts	Students will watch a short video of Spanish desserts and compare and contrast them with American dishes.	

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Unit # 3 Essential Question: What do my food choices reflect about my culture?	Performance Indicator 4: I can have a conversation about the last experience I had at a restaurant	Proficiency Target: Weak Intermediate Mid
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Performance Assessments:

- Interpersonal Speaking Assessment- Students will discuss their last experience at a restaurant and explain what they ate, what they ordered, what happened, how the food was and anything interesting that went on while they were there.

Authentic Resources:

- Teacher written dialogue of a restaurant experience

Targeted Structures And Approaches:

- Preterite Tense of all verbs
- Emphasis on regular AR/ER/IR and irregulars Ir, Ser, Hacer, Dar, Ver, Poner, Querer, Tener, Decir, Conducir
- Introducing GAR/CAR/ZAR, I-Y Verbs, Stem Changing Verbs, CIR Verbs

Learning Target 1	Check For Understanding	Language Chunks & Vocabulary
I can summarize what happened during someone's experience at a	Students will read a dialogue of a restaurant exchange and	



restaurant <i>Interpretive</i>	summarize in L1 what happened during the visit.	
Learning Target 2	Check For Understanding	Language Chunks & Vocabulary
I can have a conversation about my last restaurant experience <i>Interpersonal</i>	Students will answer guided questions about their last experience at a restaurant.	
Learning Target 3	Check For Understanding	Language Chunks & Vocabulary
I can ask and answer questions about the last restaurant experience I had <i>Interpersonal</i>	Students will start by asking Señor about his last experience at a restaurant. Then they will answer a questionnaire about their last experience at a restaurant. They will then compare their answers with their partner and complete the partner top hat graphic organizer	
Learning Target 4	Check For Understanding	Language Chunks & Vocabulary
I can compare my last restaurant experience with someone else's experience <i>Presentational</i>	Students will complete the partner top hat graphic organizer comparing their last experience with someone else's last experience	
Learning Target 5	Check For Understanding	Language Chunks & Vocabulary
I can exchange information about what happened at a restaurant <i>Interpersonal</i>	Students will play the game Ask Ask Switch to learn about what happened last time people went to a restaurant.	
Learning Target 6	Check For Understanding	Language Chunks & Vocabulary
I can create a proficiency goal for myself in semester 2	Students will complete the Taco Activity to talk about food in English. They will then draw comparisons between their proficiency level and their performance in Semester 1	
Learning Target 7	Check For Understanding	Language Chunks & Vocabulary
I can discuss my proficiency level and make a plan for what I will do in semester 2	Students will self reflect on their work in Semester 1 and create a goal for their work in Semester 2.	

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- Create Booklet for Unit
- Tiered Reading Task
- Tiered Writing Task
- Level Ups Created For Students
- Transition Words Decided
- Unit Template Complete
- Structured Input Activities Created
- Vocabulary Sheets Created
- Can Do Checks Created