

**World Languages
Spanish II
Unit 3: Dining**

Essential Understandings	<ul style="list-style-type: none"> ▪ Communication is the central purpose of language; it reveals characteristics and peculiarities of distinct cultures. Comparing cultures through language can be a powerful tool in developing cultural awareness.
Essential Questions	<ul style="list-style-type: none"> ▪ How do dining habits differ in Mexico from the U.S.? ▪ What cultural significance is attached to food?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Food is a reflection of a country’s culture. ▪ Some verbs have a stem change e>i.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ food names, dining out, verb gustar, affirmative and negative words
Essential Skills	<ul style="list-style-type: none"> ▪ Use appropriate vocabulary to order food or beverage at a café or restaurant. ▪ Compare Mexican and American dining customs. ▪ Use affirmative and negative words. ▪ Use the verb gustar to express food preferences
Related Maine Learning Results	<p><u>World Languages</u></p> <p>A. Communication</p> <p>A1. Interpersonal</p> <p>Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and intonation which would be comprehensible to a native speaker accustomed to interacting with language learners.</p> <ol style="list-style-type: none"> a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries. b. Provide and exchange detailed information on familiar topics, orally and in writing. c. Describe and explain states of being, orally and in writing. d. Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning. <p>A2. Interpretive</p> <p>Students comprehend conversations, narratives, and recorded material in familiar contexts that are longer and/or more complex than those in the 6-8 span.</p> <ol style="list-style-type: none"> b. Identify main ideas, topics, and specific information in authentic films. c. Identify main ideas, topics, and specific information in authentic oral/signed materials.

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<p>Related Maine Learning Results</p>	<p>A4. Language Comparisons Students use their understanding of the nature of language to enhance their communication in the target language.</p> <ul style="list-style-type: none">a. Compare a variety of grammatical structures and syntax between languages.d. Identify examples of how vocabulary (in English and the target language) that convey different meanings in different contexts. <p>B. Culture</p> <p>B1. Practice and Perspectives Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken</p> <ul style="list-style-type: none">a. Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken.c. Identify differences in cultural practices among peoples that speak the same language. <p>B2. Products and Perspectives Students explain how political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken.</p> <p>B3. Comparison with Own Culture Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives.</p> <ul style="list-style-type: none">b. Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the target language is spoken. <p>C. Connections</p> <p>C1. Knowledge of Other Learning Results Content Areas Students use the target language to enhance their knowledge of other Learning Results content areas.</p> <ul style="list-style-type: none">a. Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English.
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Related Maine Learning Results	<p>C2. Distinctive Viewpoints Students locate authentic resources and describe ideas about the target language and associated culture(s) that are available only through sources in the target language.</p> <p>b. Located selected magazines, newspapers, authentic entertainment media an electronic media in the target language and use these media as the basis for describing the viewpoints of the culture associated with the target language(s).</p> <p>c. Locate selected magazines, newspapers, authentic entertainment media and electronic media in the target language and describe viewpoints of a culture in which the target language is spoken.</p>
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Write and perform “dining out” skit ▪ Sample or prepare Hispanic food ▪ Discuss food preferences
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Quizzes (oral & written) ▪ Test ▪ Language Lab exercises ▪ Presentations ▪ Reading comprehension
Sample Resources	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ ¡En español!- McDougal Littell textbook ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ ¡En español! ▪ <u>Other Resources</u> <ul style="list-style-type: none"> ○ Restaurant menus