**LEVEL: TWO**

**UNIT: ONE**

**DAY: FIFTEEN**

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| **DESK Standard: I can identify some common practices related to home and community life of other cultures and my own.** | | | | | |
| **Unit Can-Do statement: I can compare some of the eating out customs and etiquette in my culture to that of the target culture.** | | | | | |
|  | **What will students**  **be able to do?** | | **What will students**  **need to know?** | | **How will students demonstrate what they can do with what they know?** |
| “Daily” Learning Targets | | Language Chunks | Other Vocabulary | Check for Understanding or Mini Performance Assessment |
| I can identify some of the eating out customs and etiquette in American culture. | | What would you rather have for…?  What are you going to ask for (order)? | student driven foods  items found in a restaurant | Students will complete a writing assessment for grading by the teacher. |
| INPUT:  Interpretive reading/listening  “I Do” | Describe the input activity the teacher will do to input the language chunks, vocabulary, and model what students will be able to do by the end of the lesson. | | | |
| The teacher will choose a video clip of an individual ordering food in a restaurant from the target language country. The students will be instructed to listen to the clip and write down a summary of what they heard.  This may be used as an auditory assessment. | | | |
| PROCESSING:  Interpretive reading/listening  “We do” | Describe the processing activity students will do together, with gradual release of responsibility on the part of the teacher. | | | |
| Students will discuss with a classmate the following scenario:  It’s Friday evening and you and your friend want to go out to a restaurant and eat, but you can’t decide where to go. Discuss your options using all of the restaurants in your school’s area, and decide on where to go based on the lowest price and the healthiest choice.  This may be used as an assessment. | | | |
| OUTPUT:  Interpersonal or Presentational  “you do” | Describe what students will do on their own to demonstrate their ability to accomplish the daily learning targets. | | | |
| Students will complete a writing assessment given by the teacher. The assessment may contain the following:  Write about your favorite meal to eat for breakfast, lunch and then dinner. Include in your explanations if you think your meal choices are healthy and why/why not. Also discuss if you would change what you eat to better match the target language country’s culture and why/why not. | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT:** Teacher will supervise during student assessment | | | | | |