Based on the ACTFL Proficiency guidelines and the objectives provided, here's a lesson plan designed for a 45-minute high school Level I Spanish class focusing on Costa Rican restaurants, asking and answering questions about prices, and identifying foods on a menu. This plan follows the provided format and adapts it to meet the specified objectives.

### **Lesson Plan: Exploring a Costa Rican Restaurant**

This is a good lesson and chatGPT did a good job of identifying the standards.

#### Activity: Lesson 1 - A Taste of Costa Rica

#### Description of Activities and Setting

* Hook (5 minutes)
  + Description: Show a short video clip of a bustling Costa Rican market with various food stalls and restaurants. Ask students what foods and items they recognize and what they would like to try.
  + Materials/Technology: Projector, YouTube video of Costa Rican market.
  + ACTFL Standards Addressed: 1.1 Interpersonal Communication
* Statement of Objective/Can-Do Statement for Students (2 minutes)
  + Description: "Today, we'll explore what a typical Costa Rican restaurant is like. By the end of this lesson, you will be able to describe a Costa Rican restaurant, ask and answer questions about food prices, and identify foods from a restaurant menu in Spanish."
* Teacher Input (10 minutes)
  + Description: Introduce vocabulary related to restaurants, foods commonly served in Costa Rica (e.g., gallo pinto, casado, ceviche), and phrases for asking about prices. Use visuals and realia, such as pictures of dishes and menus.
  + Materials/Technology: Flashcards, images of Costa Rican dishes, sample menus.
  + ACTFL Standards Addressed: 1.2 Interpretive Communication
* Guided Practice (10 minutes)
  + Description: In pairs, students practice short dialogues asking and answering questions about food prices using menu items introduced earlier. Rotate partners to simulate ordering from different restaurants.
  + Materials/Technology: Menus with prices in Costa Rican Colón.
  + ACTFL Standards Addressed: 1.1 Interpersonal Communication
* Independent Practice (10 minutes)
  + Description: Students work individually to create a brief description of a Costa Rican restaurant including the types of food served. They use vocabulary and phrases from the lesson. This can be a written activity or a video recording.
  + Materials/Technology: Paper and pencils, or recording devices.
  + ACTFL Standards Addressed: 1.3 Presentational Communication
* Closure (8 minutes)
  + Description: Students share their restaurant descriptions with the class or in small groups. Provide feedback and highlight good examples of descriptive language and correct use of price expressions. Conclude with a quick interactive quiz on the new vocabulary.
  + Materials/Technology: Student work, quiz platform (e.g., Kahoot!).
  + ACTFL Standards Addressed: 1.3 Presentational Communication

#### Materials/Technology:

* Projector and internet access for video
* Flashcards with food and restaurant vocabulary
* Images of Costa Rican dishes
* Sample restaurant menus in Spanish
* Paper and pencils for writing, recording devices for video assignments
* Quiz platform for closure activity

This lesson plan encourages active participation and communication, allowing students to engage with the language in meaningful contexts as recommended by the ACTFL Proficiency Guidelines.