Based on the provided format and the lesson objectives you've outlined, here's a detailed lesson plan tailored for a high school Level I Spanish class focusing on Costa Rican restaurants, asking and answering questions about prices, and identifying foods on a menu.

### **Lesson Plan: Discovering Costa Rican Cuisine**

#### Objective/Can-Do Statements for Students:

* I can describe a typical Costa Rican restaurant.
* I can ask and answer questions about how much something costs.
* I can identify the foods served at a restaurant by looking at the menu.

#### ACTFL World-Readiness Standards Addressed:

* Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
* Cultures Interact with cultural competence and understanding.
* Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
* Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence.
* Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

#### Materials/Technology:

* PowerPoint presentation on Costa Rican culture and restaurants.
* Menus from Costa Rican restaurants (real or simulated).
* Price tags in Costa Rican colones.
* Role-play cards.
* Kahoot! or Quizizz quiz for closure activity.

#### Lesson Activities:

* Hook (5 minutes)
  + Begin with a short video showcasing a vibrant Costa Rican market and a typical restaurant. Ask students to share what they notice about the atmosphere, foods, and interactions.
  + ACTFL Standards Addressed: 1.1, 2.1
* Statement of Objective/Can-Do Statement for Students (2 minutes)
  + Present the Can-Do statements to the class, explaining that by the end of today's lesson, they will be able to describe a Costa Rican restaurant, ask about prices, and identify menu items.
* Teacher Input (10 minutes)
  + Introduce vocabulary related to restaurants, foods commonly found in Costa Rica (e.g., gallo pinto, casado, ceviche), and phrases for asking about prices using a PowerPoint presentation. Incorporate cultural insights about dining in Costa Rica, such as typical dishes and eating customs.
  + ACTFL Standards Addressed: 1.2, 2.2
* Guided Practice (10 minutes)
  + In pairs, students engage in a role-play activity using the menus and price tags provided. One student plays the waiter, describing items from the menu in Spanish, and the other plays the customer, asking about prices and ordering food.
  + ACTFL Standards Addressed: 1.2, 1.3
* Independent Practice (10 minutes)
  + Students work individually or in small groups to create a mini-menu for a Costa Rican restaurant, including descriptions of dishes in Spanish and their prices. Encourage creativity and use of new vocabulary.
  + ACTFL Standards Addressed: 1.3, 3.1
* Closure (8 minutes)
  + Conclude with a Kahoot! or Quizizz quiz featuring questions about the vocabulary learned, cultural facts, and prices in colones to assess understanding and reinforce learning.
  + Collect the mini-menus as a formative assessment of students' ability to describe food items and prices.
  + ACTFL Standards Addressed: 1.1, 4.2

#### Reflection and Assessment:

* Formative Assessment: Observation during guided practice, mini-menus, and participation in the closure activity.
* Summative Assessment: An oral or written quiz in the following class, assessing students' ability to describe a Costa Rican restaurant, ask for and provide prices, and identify menu items in Spanish.

This lesson plan aims to immerse students in the culture and language of Costa Rica, encouraging them to use Spanish in practical, real-world contexts while also gaining cultural insights.