Based on the provided format and lesson objectives, here is a detailed lesson plan for a Level I high school Spanish class focused on describing a Costa Rican restaurant, asking and answering questions about prices, and identifying foods on a menu.

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

#### Standards Met:

* ACTFL World-Readiness Standards for Language Learning: Communication, Cultures, Connections, Comparisons, Communities.

#### Meaningful Context:

* Students will explore the culinary culture of Costa Rica through its typical restaurants, engage in real-world tasks such as ordering from a menu, and compare it with their own dining experiences.

#### Warm-Up/Focus & Review (5 minutes):

* Hook: Show images of a typical Costa Rican restaurant and popular dishes.
* Statement of Objective/Can-Do Statement for Students: "Today, we will learn to describe a Costa Rican restaurant, discuss and inquire about prices, and identify menu items. By the end, you'll be able to order food in Spanish as if you were dining in Costa Rica!"

#### Teacher Input (I do with interaction) (10 minutes):

* Description & Interaction: Introduce vocabulary related to restaurants, food items, and prices using a PowerPoint presentation. Include cultural notes about typical Costa Rican dishes. Use lots of visuals and realia (menus, food images) for comprehensible input.
* ACTFL standards addressed: 1.1 (Interpersonal Communication), 2.2 (Cultural Products and Perspectives).

#### Guided Practice (We do) (10 minutes):

* Activity: In pairs, students role-play ordering food from a menu, using phrases introduced during the teacher input. One student plays the waiter (using a menu to suggest dishes and state prices), and the other plays the customer.
* ACTFL standards addressed: 1.2 (Interpretive Communication), 2.1 (Cultural Practices and Perspectives).

#### Independent Practice/Homework (You do) (10 minutes in class; the assignment for homework):

* In-Class Activity: Students work individually on a worksheet matching menu items with their descriptions and prices.
* Homework: Students write a short paragraph describing their favorite dish from the lesson, including what it is, what ingredients it might contain, and how much it costs in Costa Rican colones.
* ACTFL standards addressed: 1.3 (Presentational Communication), 4.2 (Cultural Comparisons).

#### Closure (5 minutes):

* Review and Reflect: Ask students to share one new word they learned today and how they plan to use it. Highlight the cultural significance of the dishes learned today.
* ACTFL standards addressed: 5.1 (School and Global Communities).

#### Cultural Connections:

* Discussion on Costa Rican dining etiquette and how it compares to their own culture.

#### Communicative Proficiency:

* Engages students in all three modes of communication: interpersonal, interpretive, and presentational.

#### Relevance to Learners:

* Activities are designed with the novice learner in mind, connecting students' experiences with dining to those in Costa Rican culture.

#### Materials/Technology:

* PowerPoint presentation with images and vocab, real or simulated menus, worksheets for matching activity, audio recordings of native speakers for pronunciation examples.

This lesson plan integrates the ACTFL World-Readiness Standards throughout its phases, from warm-up to closure, ensuring students not only learn the language but also gain cultural insight and communicative proficiency in real-world contexts.