Based on the ACTFL World-Readiness Standards for Language Learning and the provided lesson format, here is a comprehensive lesson plan designed for a high school Level I Spanish classroom with the objectives to describe a typical Costa Rican restaurant, ask and answer questions about prices, and identify foods on a menu.

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

#### 1. Hook (5 minutes)

ACTFL Standards Addressed: Interpersonal Communication, Cultures, Connections

* Activity: Show images and a short video clip of a bustling Costa Rican restaurant scene, highlighting the vibrant atmosphere, local dishes, and people enjoying their meals.
* Materials: Projector, Internet access for video

#### 2. Statement of Objective/Can-Do Statement for Students

ACTFL Standards Addressed: Communication, Cultures

* Objective: "Today, you will learn to describe a typical Costa Rican restaurant, ask and answer questions about prices, and recognize popular dishes from a menu, all in Spanish!"

#### 3. Teacher Input (10 minutes)

ACTFL Standards Addressed: Communication, Cultures, Comparisons

* Activity: Introduce vocabulary and phrases related to restaurants, food items, and prices using a PowerPoint presentation. Include cultural notes on typical dishes served in Costa Rican restaurants.
* Interaction: Ask students to repeat phrases and guess meanings of new words from images.
* Materials: PowerPoint slides, images of food and restaurants

#### 4. Guided Practice (10 minutes)

ACTFL Standards Addressed: Interpersonal Communication, Interpretive Communication

* Activity: In pairs, students engage in role-play scenarios where one is a customer and the other is a waiter in a Costa Rican restaurant. They practice asking for menu items and inquiring about prices, using menus created for the activity.
* Materials: Sample menus in Spanish, role-play cards with prompts

#### 5. Independent Practice (10 minutes)

ACTFL Standards Addressed: Presentational Communication, Interpretive Communication

* Activity: Students individually create a short menu for a Costa Rican restaurant including at least three dishes with prices. They then share their menus with a partner, describing the dishes and prices in Spanish.
* Materials: Paper, markers, example menus for reference

#### 6. Closure (10 minutes)

ACTFL Standards Addressed: Interpersonal Communication, Presentational Communication

* Activity: Students participate in a "restaurant fair" where they present their menus to the class. Peers ask questions about the dishes and prices, practicing the lesson's objectives.
* Assessment: Observational notes on students' ability to communicate the key objectives and use of new vocabulary.
* Materials: Student-created menus, notes for feedback

#### Materials/Technology:

* Projector and Internet access for video
* PowerPoint for vocabulary introduction
* Images of Costa Rican dishes and restaurants
* Paper and markers for menu creation
* Sample menus and role-play cards

#### Relevance to Learners:

This lesson connects students with the culture of Costa Rica through its cuisine, making language learning relevant by situating it in a real-world context of dining out. It caters to novices by building on foundational vocabulary and phrases, encouraging active use of Spanish in culturally meaningful interactions.

This plan is designed to engage students in all three modes of communication outlined by the ACTFL guidelines, with a strong cultural component that aligns with the World-Readiness Standards. Through interactive and practical activities, students will gain a deeper understanding of Costa Rican culture and the use of Spanish in everyday contexts.