

LISBON SCHOOL DEPARTMENT
UNIT DESIGN OUTLINE

Unit Title: Unit 2 Bon Appétit et De Jour en Jour leçon 3,4

Unit Designers: Judy Roy

Level(s): French I Time Span: 3 weeks

Content Area:

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|--|--------------------------------------|---|--|
| <input type="checkbox"/> Career Prep | <input type="checkbox"/> Health/PE | <input checked="" type="checkbox"/> M&C Languages | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> English Language Arts | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science & Tech | <input type="checkbox"/> Visual & Perf. Arts |

Summary of Unit:

1. How do cuisine and food preferences differ around the world? In this unit students will explore the differences in cuisine and food preferences in France and the United States. They will learn French etiquette for dining in France.

In order to address more complex sentence structure, students will learn in depth vocabulary related to food and drink and that nouns in the French language use articles. (Specifically, students will learn the articles for “a” and “the”.) Complex sentence structure includes:

- Food/ Drink preferences
- Asking questions about hunger and thirst
- Greetings and salutations

As a result, students will learn how to ask and order food and drink in France, which is a higher level of complexity. They will also learn how to ask how much something costs in French.

They will learn about cafés in France and why they are disappearing as a cornerstone of French culinary culture.

2. Time is an abstract concept that requires specific attention when learning about the culture of France.

Time and punctuality are very important in France. Schedules are also very important. Students will learn to express and recognize time, date, day of the week, month of the year, and seasons. They will learn how explaining time is different when telling time (12 hour clock) and reading schedules (24 hour clock). Ultimately, students will recognize and understand time as an extension of French etiquette.

Time and weather go hand in hand. When communicating about weather in French, idiomatic expressions influence communication. Students will be able to describe and comment on the weather. Students will explore weather in France and around the world during different seasons. Finally, students will interpret weather using a map and vocabulary about weather.

Content Standards/Performance Indicators:

A-1 Interpersonal

Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and *intonation* patterns or use appropriate *non- manual markers* (ASL), which would be comprehensible to a *native speaker* accustomed to interacting with language learners.

Modern only

- a.(formal)Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries.
- b.(formal)Provide and exchange detailed information on familiar topics, orally or in sign language, and in writing.
- c.(formal)Describe and explain *states of being*, orally or in sign language, and in writing.
- d.(formal)Express agreement and disagreement, orally or in sign language, and in writing, supporting opinions with simple reasoning.

A-2 - Interpretative

Students comprehend conversations, *narratives*, and recorded material in *familiar contexts* that are longer and/or more complex than those in the 6-8 grade span.

Modern and Classical

- a.(formal)Identify main ideas, topics and specific information in a variety of *authentic* written/signed *materials*.

Modern only

- b.(formal) Identify main ideas, topics, and specific information in *authentic* films.
- c. (formal)Identify main ideas, topics, and specific information in a variety of *authentic* oral/signed *materials*.

A-3 - Presentational

Students express their own thoughts to describe and narrate in oral/signed and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by *native speakers* accustomed to interacting with language learners.

Modern and Classical

- a.(informal)Read *authentic passages* aloud with appropriate pronunciation, phrasing, and *intonation*.

Modern only

- b.(formal) Relate a story about a personal experience or event orally or in sign language.
- d. (formal)Write/sign brief narrative compositions and expository/informational compositions.

A-4 - Language Comparisons

Students use their understanding of the *nature of language* to enhance their communication in the *target language*.

- a.(formal)Compare a variety of grammatical structures and *syntax* between languages.

- b.(informal)Identify examples of vocabulary, in both languages, that do not translate directly from one language to another.
- c.(informal)Use *idiomatic expressions* and/or proverbs in the *target language*.
- d.(informal)Identify examples of vocabulary (in English and the *target language*) that convey different meanings in different *contexts*.

B. Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken. Students identify and explain how *perspectives of a culture(s)* are related to cultural *practices of a culture(s)* in which the *target language* is spoken.

B-3 Comparisons with Own Culture

Students explain how *products, practices, and perspectives* of a culture(s) in which the *target language* is spoken contribute to the culture in which the student lives.

Modern and Classical

- b.(informal)Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the *target language* is spoken.

C. Connections: Students expand their knowledge by connecting their study of a world language(s) with other content areas.

C1 Knowledge of Other *Learning Results* Content Areas

Students use the *target language* to enhance their knowledge of other *Learning Results* content areas.

Modern and Classical

- a.(informal)Provide examples of grammatical knowledge acquired in the *target language* that are used to achieve a better understanding of grammatical structures in English.
- b. (informal)Provide examples of information gathered through *target language* resources that are applied in other *Learning Results* content areas.

Key Pre-Requisites:

(Before beginning this unit, students should know/understand/be able to...)

Knowledge:

Students will have knowledge:

- of sentence structure in the English language.
- of food customs in the United States.
- weather terms in English.

Skills:

- Students should understand subject verb agreement in English.
- Read analog and digital clock.

Enduring Understandings:

- Idiomatic expressions influence communication.
- Countries have different ideas about food and the dining experience.

- The euro is part of a concept of cooperation between several countries in Western Europe.

Essential Questions that Guide and Focus This Unit:

How does the weather affect our mood and activities?

How does the concept of “on time” vary with culture?

How do cuisine and food preferences differ in different cultures around the world?

Key Knowledge and Skills students will acquire as a result of this unit:

Knowledge:

Students will know:

- vocabulary for food, drinks, and ordering food in French.
- Be able to order food and drink (verbally and written) in French.
- definite article “the” and indefinite articles “a, an, some”.
- cultural differences between France and the United States when discussing eating and drinking habits and food choices.
- Be able to recognize and recall numbers 0-100 to be used in sentence structure including paying for a meal in France.
- “liaison” links final sound “n” or “s” to following vowel.
- order food and drink in a French speaking country.
- understand the cultural differences between eating habits of French and American students.
- understand the importance of the euro.

Skills:

Students will have the ability to:

- use the proper article to mean “a” and “the”.
- key terms for weather, seasons, date, days of the week, and months of the year.
- use the verb faire to tell weather.
- vocabulary for time units.
- use 24 hour clock for schedules.
- review numbers 0-59.
- conjugate the verb être to tell time.
- correct pronunciation of vocabulary.
- ask and answer questions about time, when activities are, what the weather is. explain weather during certain seasons.
- express the date.
- correctly express time.
- write the date, days of the week, months of the year, and seasons.

How will students provide evidence of their understandings? (*Be specific*)

- Observation of verbal skills (informal)

- Assessment: correctly write time, and date (formal)
- Assessment: correctly tell at what time scheduled events are happening. (informal)
- Report verbally and in written form in French on interpretation of a weather map. (formal)
- Vocabulary assessment: Recognize weather terms. (formal)
- Vocabulary assessment: recall weather terms. (formal)
- Write a short description of the weather in a certain location in each season.(formal)
- Assessment: Student will describe meals in the target language.(informal)
- Assessment: Student will be able to communicate that they are hungry or thirsty and what they would like to order to drink or eat. They will order food using different techniques – Je veux, Je voudrais, and Donne-moi.(formal)
- Assessment: Students will be able to ask and answer questions about hunger and thirst. (formal)
- Verbal assessment: Students will be able to answer questions posed by the teacher about food and drink. (informal)
- Students will communicate how much something costs and what the total bill will come to, both in euros and dollars.(formal)
- Essay on videos seen from French stores (geobeats). (formal)

Teaching and Learning experiences used to help students understand:

- modeling of each area of study.
- daily verbal practice.
- daily written warm-up on the board for student practice.
- role-play situations for students to see and participate in situations where food and drink are ordered.
- Class Round Robin – Students practice asking and answering questions about food and drink.
- Paired work – Students work in pairs to ask and answer questions about ordering food.
- Verbal practice through teacher questions.
- Workbook practice
- Exercises and worksheets accompanying text
- Audio and CDs accompanying the text
- Class work with clocks
- Class schedule activities
- Weather forecasts

Provisions for Extending Learning:

- access French weather reports and newspapers.
- explore French schedules.
- Students will increase vocabulary through research and extend their knowledge base of French food.
- Students will incorporate past knowledge to increase the depth and breadth of their final script ordering food and drink.

How will technology be used to increase student achievement? (*Be specific*)

- Do research to gain knowledge of food and drink from France.
- Look at French restaurants online to gain an understanding of French cuisine.
- Watch and listen to modeling of language and culture through video in class.
- Watch short vignettes about French stores and markets.

Instructional Resources:

- weather maps
- clocks
- Text and accompanying worksheets
- Video accompanying the text
- Audio CD made by teacher
- Study Guides
- Laptops and LCD projector

Attach a copy of the unit assessment tool, including criteria for evaluation of student performance/product.

(Name of Assessment listed here)

Unit 2 Test – Form A and B and Rubric –A-3b,d, A-4a

Conversation Performance Test – A-1 a, c, d, A-3 b

Writing Performance Test - A3d

Listening Performance Test – A-2 a,c