# Unit 4- Bon appétit!

Content Area: **World Languages**
Course(s):
Time Period: **April**
Length: **10 weeks**
Status: **Published**

## Enduring Understandings

Learning a different language/culture leads to greater understanding of one's own language and culture.

Language learning involves acquiring strategies to fill communication gaps.

A variety of activities are important in our community.

Cultural perspectives are gained by using the language and through experience with its products and practices.

Geography and tradition influences our society, its institutions and products.

Learning about another country's history, offers insight into your own country's history.

## Essential Questions

How can I become a more effective reader, writer, speaker and listener in languages other than English?

How does the language I'm studying help me to better understand my native language?

How does culture influence food choices?

Can a food define a culture?

How is culture expressed in every day traditions and practices?

How does culture influence food choices?

How do cultural differences influence shopping trends?

Where would one shop for various foods in a French city?

How do food choices and offering affect the health of a society?

How does a culture evolve over time?

How do historical events shape a culture and people?

How does literature define a culture?

## Content

**Structure:**

irregular verbs in the present tense and the passé composé: dire, écrire, connaître, pouvoir, devoir, boire, vouloir, prendre

verbs of preference

verbs followed by an indirect object

position of object pronouns in the present tense and the imperative

**Vocabulary:**

foods and drinks

meals

place settings

places to shop for food

expressions of quantity (livre, douzaine, kilo)

expressions of appreciation

object pronouns

services

direct object pronouns

indirect object pronouns

## Skills

Describe and discuss favorite meals and mealtimes

Prepare a shopping list

Order meals in a restaurant

Complete the grocery shopping

Set the table

Ask people to do things for you

Compare a French school cafeteria to an American one

Compare and contrast typical meals in France to those in the United States.

Compare and contrast French attitudes towards food and mealtimes to American ones

Compare and contrast procedures for grocery shopping from one culture to another.

Detail the reign of Louis XIV and describe his palace, Versailles

Compare American literature to French literature

Compare and constrast French legends to American ones

## Resources

Potential Works of Study:

*Authentic menus*

*Bon Voyage-text*

*Discovering French Today- text and supplemental resouces*

*Authentic articles and advertisements*

*Cookbooks*

*French cooking show clips*

*The Three Musketeers- Alexandre Dumas*

*Historical documents and photos*

## Standards

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| WL.7.1.NH.A | Interpretive Mode |
| WL.7.1.NH.A.1 | Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes. |
| WL.7.1.NH.A.2 | Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. |
| WL.7.1.NH.A.3 | Recognize some common gestures and cultural practices associated with target culture(s). |
| WL.7.1.NH.A.4 | Identify people, places, objects, and activities in daily life based on oral or written descriptions. |
| WL.7.1.NH.A.5 | Demonstrate comprehension of short conversations and brief written messages on familiar topics. |
| WL.7.1.NH.A.7 | Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations. |
| WL.7.1.NH.A.8 | Identify some unique linguistic elements in English and the target language. |
| WL.7.1.NH.A.L.1.a | Identify the main idea and some supporting details when reading. |
| WL.7.1.NH.A.L.1.b | Understand the gist and some supporting details of conversations dealing with everyday life. |
| WL.7.1.NH.A.L.1.c | Infer the meaning of some unfamiliar words when used in familiar contexts. |
| WL.7.1.NH.B | Interpersonal Mode |
| WL.7.1.NH.B.1 | Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. |
| WL.7.1.NH.B.2 | Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities. |
| WL.7.1.NH.B.3 | Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. |
| WL.7.1.NH.B.4 | Ask and respond to questions, make requests, and express preferences in various social situations. |
| WL.7.1.NH.B.5 | Converse on a variety of familiar topics and/or topics studied in other content areas. |
| WL.7.1.NH.B.L.1.a | Ask and answer questions related to everyday life. |
| WL.7.1.NH.B.L.1.b | Handle simple transactions related to everyday life: |
| WL.7.1.NH.C | Presentational Mode |
| WL.7.1.NH.C.1 | Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia - rich presentation to be shared virtually with a target language audience. |
| WL.7.1.NH.C.2 | Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing. |
| WL.7.1.NH.C.3 | Describe in writing people and things from the home and school environment. |
| WL.7.1.NH.C.4 | Tell or retell stories from age - and level - appropriate, culturally authentic materials orally |

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| | or in writing. |
| WL.7.1.NH.C.5 | Tell or write about cultural products associated with the tar get culture(s) and identify how the products and practices are derived from the cultural perspectives. |