

# Unit 5: Au Cafe (wks 25-30)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## UNIT RATIONALE

---

This unit is crucial to the overall curriculum as it represents a cultural connection for students as they analyze dietary habits and dining habits of their own, and then compare them to those of the Francophone world. Another purpose of this unit is to further allow students to express preferences and create individualized language in relation to food, beverage, and dining.

## ESSENTIAL QUESTIONS

---

- How do I express what I like to eat and drink?
- What are my own habits relating to dining in New Jersey/United States?
- What are some similarities and differences between dining here in the United States and in France/Francophone countries?
- Why is important to be able to communicate with others in dining scenarios?
- What are some cultural norms relating to dining in the Francophone world?

## STANDARDS

---

### NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

---

#### New Jersey (NJSL) - World Languages - Novice Low - Interpersonal (2020)

##### 7.1.NL.IPERS.1

Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

##### 7.1.NL.IPERS.2

With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

##### 7.1.NL.IPERS.3

Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

##### 7.1.NL.IPERS.4

React to a few procedural instructions, directions, and commands in classroom situations.

**7.1.NL.IPERS.5**

Enact a few culturally authentic gestures when greeting others and during leave takings.

**7.1.NL.IPERS.6**

Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

**New Jersey (NJSLS) - World Languages - Novice Low - Interpretive (2020)**

**7.1.NL.IPRET.1**

Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

**7.1.NL.IPRET.2**

Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

**7.1.NL.IPRET.3**

Recognize a few common gestures associated with the target culture(s).

**7.1.NL.IPRET.4**

Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

**New Jersey (NJSLS) - World Languages - Novice Low - Presentational (2020)**

**7.1.NL.PRSNT.1**

Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

**7.1.NL.PRSNT.2**

Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

**7.1.NL.PRSNT.3**

Imitate a few culturally authentic gestures when greeting others and during leave takings.

**7.1.NL.PRSNT.4**

State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

WL.NL.7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
WL.NL.7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
WL.NL.7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
WL.NL.7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related

	to climate change in the target culture(s) and in students' own cultures.
WL.NL.7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
WL.NL.7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
WL.NL.7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
WL.NL.7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
WL.NL.7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
WL.NL.7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
WL.NL.7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.
WL.NL.7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

---

## **NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS**

---

PFL.9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
------------------	---

---

## **NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING**

---

CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
---------------------	--

---

## **PRE-ASSESSMENTS**

Students will engage in a building background activity in which they match cognate vocabulary of food/beverage phrases. They will activate prior knowledge by implementing their understanding of cognates to complete this activity. Further, students will engage in discussion about their own norms in relation to dining and develop a list of their own cultural practices.

---

## **INSTRUCTIONAL PLAN**

---



---

## **MODULE 1**

---

<p><b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b></p>	<p>We are learning to discussing French phrases for food and beverages.  We are learning to compare and contrast cultural practices in relation to dining.  We are learning to implement the verb 'prendre,' 'manger, and 'aller.'  We are learning about the Euro currency system.  We are learning phrases required for ordering in a French cafe.</p>
<p><b>Student Learning Strategies</b></p>	<ul style="list-style-type: none"> <li>-Dynamic vocabulary note taking</li> <li>-Partner discussions</li> <li>-Small group discussion prompts</li> <li>-Vocab graphic representation</li> <li>-Short written responses</li> <li>-Exit tickets / self assessment</li> <li>-Partner interviews</li> <li>-Self recitation</li> </ul>
<p><b>Success Criteria</b></p>	<ul style="list-style-type: none"> <li>-Describe preferences in relation to food and beverage</li> <li>-Conduct basic conversation in cafe setting</li> <li>-Order food and beverages according to personal preferences</li> <li>-Implement verb 'prendre' and 'manger' into natural phrases</li> </ul>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<ul style="list-style-type: none"> <li>-Vocabulary quiz</li> <li>-Peer dialogues</li> <li>-Student interview Q&amp;A</li> <li>-Exit tickets</li> <li>-Grammar checkpoints</li> <li>-Warm-Up activities</li> <li>-Food visual matching</li> </ul>
<p><b>Activities and Resources</b></p>	<p>Activities:</p> <ul style="list-style-type: none"> <li>-Dynamic vocab presentation with graphics</li> <li>-GoogleSlide personal vocabulary presentations</li> <li>-Partner interviews (speed dating)</li> <li>-Partner dialogue creation</li> <li>-Photo gallery walk</li> <li>-FlipGrid assignments</li> <li>-GoogleVoice messages</li> <li>-Partner rehearsal/peer review</li> <li>-Independently written paragraphs/responses</li> </ul>

---

References/Resources:

Allez Viens chapter 5 corresponding materials

---

### **English Language Learners**

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special

---

## **Suggested Modifications**

needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something

in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

### **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?"

Sometimes you'll simplify the task, reduce the length

of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

---

## **REFLECTIONS**

---

## **INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**

---

LA.K-12.NJSLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
MA.K-12.8	Look for and express regularity in repeated reasoning.
SCI.HS-ETS1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
SOC.6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.