

Unit 2: Going to the market/cafe (Weeks 10-17)

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

UNIT RATIONALE

The second unit combines goals from 'Allez Viens' chapters 5 and 8. This unit is important because it centers around the universally known concept of food, shopping for and cooking food, and sitting down to order food at cafes and restaurants. Being able to ask for food and beverages is an essential life skill no matter to where students travel. This unit also allows students to compare cultural norms between their own practices and those of others in Francophone areas.

ESSENTIAL QUESTIONS

What cultural norms are associated with ordering food at a cafe or restaurant? Are these similar or different to those in Francophone areas?

What are similarities and differences between products I see at the market and those in markets in Francophone areas?

How can I communicate to ask for food and beverages?

How can I communicate preferences when ordering food and beverages?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSLS) - World Languages - Novice Mid - Interpersonal (2020)

7.1.NM.IPERS.1

Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2

Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3

Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4

Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5

Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

New Jersey (NJSLS) - World Languages - Novice Mid - Interpretive (2020)

7.1.NM.IPRET.1

Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2

Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3

Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4

Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

New Jersey (NJSLS) - World Languages - Novice Mid - Presentational (2020)

7.1.NM.PRSNT.1

Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2

State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3

Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4

Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5

Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
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NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

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 vocabulary preview activity in which they try to identify food based cognates. Students will also spend time describing and identifying exactly what phrases and customs they use when eating at a cafe/restaurant. These descriptions will be key for when they compare those to practices found in Francophone countries.

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>We are learning to identify food and beverage products.</p> <p>We are learning to ask for food and beverages at both a store and a cafe/restaurant.</p> <p>We are learning about cultural practices pertaining to dining in Francophone areas.</p>
Student Learning Strategies	<ul style="list-style-type: none">-Dynamic vocabulary note taking-Partner discussion-Small group discussion-Vocab graphic representation-Small group dialogue creation-Short written responses-Partner interviews-Independent recitation-Visual exchanges/film-Authentic reading comprehension
Success Criteria	<ul style="list-style-type: none">-Communicate orders for food and beverages-Compose a grocery list-Identify food and beverages-Describe differences between personal dining culture and that of Francophone areas-Discuss food and beverages with others-Communicate preferences when ordering food and beverages
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">-Vocabulary quiz-Peer dialogues-Student interview Q&A-Exit tickets
Activities and Resources	<p>Activities:</p> <ul style="list-style-type: none">-Dynamic vocab presentation with graphics-GoogleSlide personal vocabulary presentations-Partner interviews (speed dating)-Partner dialogue creation

- FlipGrid assignments
- GoogleVoice messages
- Example menus/restaurant information in target language
- YouTube video examples of restaurant exchanges
- Group restaurant / menu creation

Suggested Modifications

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 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

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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

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-12.6	Attend to precision.
MA.K-12.7	Look for and make use of structure.
SOC.6.2.12.CivicsPI.6.a	Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
SOC.6.2.12.CivicsHR.6.a	Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
SCI.HS-ETS1-3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.