

# Unit 5: Bon Appetit

Content Area: **World Language**  
Course(s): **French I**  
Time Period: **4 weeks**  
Length: **4 weeks**  
Status: **Published**

## Unit Overview

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In Unit 5, students will be introduced to the cafe type of atmosphere along with food items offered in a typical cafe. Students will be able to express hunger and thirst along with a reinforcement on euros and using money. Students will understand that cultural differences exist with what types of food are offered, the way food is prepared, how people gather to eat food and what role the cafe plays in French culture.

## Transfer

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By the end of Unit 5 Students will be able to:

1. Identify cafe vocabulary
  2. Express what they would like to eat and drink
  3. Use expressions of politeness to ask for things
  4. Identify foods enjoyed during different holidays and festivals
  5. Identify different places you can go in order to obtain French food
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## Meaning

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## Understandings

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Students will understand that...

1. French food is stored and prepared differently including cultural differences in what types of food are

typical.

2. Asking and ordering food needs to be done using the formal register.
3. There are cultural differences when it comes to paying for food and tipping.

## **Essential Questions**

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Students will keep considering...

1. In what ways does food affect society and how people relate with each other?
2. Are the foods I eat similar to what French speakers eat?
3. How can eating and drinking be a cultural experience?
4. What food/drink items are popular in French speaking countries?
5. How can I order off a French menu?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

1. Cafe food and drink items
2. How to order and ask for things in a formal and informal setting.
3. The similarities and differences between French and American meals/food.
4. How to use Euros and the conversion between currencies.
5. How to borrow and lend items to friends ( i.e. euros)

## **Students will be skilled at...**

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Students will be skilled at...

1. Ordering off a menu and interactions in a cafe setting
2. How to pay with euros and pay/tip in a cafe setting.
3. Asking and telling about prices
4. Describing a typical French experience in a cafe setting
5. Expressing hunger and thirst and describing their own meal
6. Describing what foods are typical for holidays/festivities.

## **Academic Vocabulary**

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Verbs: Food and drink vocabulary page 59 Discovering French

To eat Expressions with hunger/thirst page 63

To drink Expressions with cost page 67

To have (review)

## **Target 2**

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1. Order off of a cafe menu
2. Request to borrow items/lend items to a friend.
3. Describe what you eat and drink for lunch both as an American and role playing as a French speaker.

### **Target 3**

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1. Analyze how French people use the cafe as not just a setting in which to eat, but also to socialize/relate with others.
2. Compare/contrast cultural norms having to do with meals and food between the target culture and the USA.
3. Role play the roles of French server and client using all appropriate vocabulary.

### **Summative Assessment**

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1. Mid-unit quizzes (given after sufficient material has been presented and formatively assessed)
2. End of unit exams
3. Mid or end of unit projects
4. Class presentations
5. Research reports

### **21st Century Life and Careers**

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CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that

personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP5.1

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CAEP.9.2.8.B.4

Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

## **Formative Assessment and Performance Opportunities**

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1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Role play
9. Question and answer
10. Choral response
11. Teacher observation
12. Creating and practicing dialogues.

## **Differentiation/Enrichment**

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### **DIFFERENTIATION:**

1. Students will be strategically seated in an area of the classroom where distraction is minimal, enabling better focus on the lesson
2. Small group learning activities will be monitored for appropriateness of grouping and responses in the group. Grouping will be managed as necessary to provide modeling reinforcement and comfort of participation.
3. Graphic organizers, outlining, and other note-taking techniques will be presented to help students better comprehend text, class lectures, and discussions
4. Provide accommodations for individual learning styles

### **ENRICHMENT:**

1. Provide students with supplemental resources to expand knowledge base and create experiences for deeper learning
2. Expand and extend concepts, theories, ideas, relationships, and generalizations
3. Provide opportunities to utilize learned material at a higher knowledge level

### **Unit Resources**

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1. Textbook - Discovering French (belu)
2. Online practice workbook
3. Writing, audio, and visual workbook
4. Leveled vocabulary and grammar workbook
5. Teacher resource book
6. Audio CD
7. DVD series

8. Short texts

9. Informational texts