

Unit 3: Food Glorious Food

Content Area: **World Language**
Course(s): **Generic Course, French I, French IV Honors**
Time Period: **3 weeks**
Length: **3 weeks**
Status: **Published**

Unit Overview

In Unit 1, Students will review food items and research and create recipes using verbs and transitional phrases. Students will compare/contrast cultural differences in what food items are popular and how food is prepared.

Transfer

By the end of Unit 3 Students will be able to:

1. Identify popular food items.
 2. Compare/contrast the cultural differences and similarities between food items and food preparation.
 3. Create recipes and use vocabulary to give a description of food and meals.
 4. Describe what type of meals are used during different times of the year, locations and holiday/festivities.
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Meaning

Understandings

Students will understand that...

1. Food and meals differ across cultures.
- 2.

Essential Questions

Students will keep considering...

1. How do French people in other countries greet and take leave of each other?
2. In what ways can I portray how I'm feeling in a French speaking country?
3. Why is it important to learn another language?
4. What information can I give about myself in the target language to introduce myself?

Application of Knowledge and Skill

Students will know...

Students will know...

1. The pronunciation of the French alphabet.
2. Greetings and farewells.
3. How to introduce self and others using the idiomatic expressions for "What is your name?" "My name is..." "What is his/her name?" "His/her name is..." "Here is..."
4. Nationalities and language vocabulary.
4. Feelings and emotions vocabulary.

Students will be skilled at...

Students will be skilled at...

1. Introducing self and others.
2. Pronouncing known French words using phonetics of the French alphabet.
3. Giving greetings, farewells and courtesy phrases.
4. Giving details about self including nationality, languages, where he/she is from and feelings.
5. Understanding the differences between cultures when it comes to norms, non-verbal communication and attitudes around meeting and introducing self.

Academic Vocabulary

Verbs: Greetings, farewells, courtesy phrases, subject pronouns, feelings and emotion vocabulary.
Refer to page 48 of T'es Branche textbook Level 1 for comprehensive list.

To come (from)

To be

Target 2

1. Illustrate French speaking countries including maps and flags.
2. Diagram when to use "tu" vs "vous"
3. Explain how you feel and respond to prompts in the target language.

Target 3

1. Analyze the importance of learning another language in a global community.
2. Compare/contrast forms of verbal and non verbal communication during greetings, introductions and taking your leave.
3. Categorize scenarios for using the formal and informal register.

Summative Assessment

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

Select all applicable standards from the applicable standards

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.

Formative Assessment and Performance Opportunities

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

Differentiation / Enrichment



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

1. Textbook - T'es Branche 1 (Print and online)
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