

# Unit 06: A la cuisine

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 6

<b>Unit Title:</b>	<b>A la cuisine</b>
<b>Suggested Duration:</b>	<b>5 weeks</b>

## Interdisciplinary Connections

Interdisciplinary Connections
<b>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</b> <ul style="list-style-type: none"><li>▪ <a href="#">Grades 9-10</a></li><li>▪ <a href="#">Grades 11-12</a></li></ul>
<b>Math Practices:</b> <a href="https://www.nj.gov/education/standards/math/Index.shtml">https://www.nj.gov/education/standards/math/Index.shtml</a>
<b>Science Practices:</b> <a href="https://www.nj.gov/education/standards/science/Index.shtml">https://www.nj.gov/education/standards/science/Index.shtml</a>
Find and paste appropriate <u>Companion Standards or Practices</u> here.

Health: eating well and staying fit

Sociology: cultural differences

Family and consumer sciences: food and recipes.

Math: asking for price, giving the correct change, measurements.

Geography: regional specialties

## Technology Integration

Technology Integration
Northern supports the integration of the <a href="#">SAMR Model</a> : a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and

the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

Teacher created google slide

Active Boards

Quizlet

Google classroom family/student connection

### **Websites related to specialty platters in the French speaking countries:**

<http://www.francaisfacile.com/exercices/exercice-francais-2/exercice-francais-8228.php>

à la boulangerie texte et vocabulaire de nourriture

<http://www.youtube.com/watch?v=jTeWb2SS0Zc&NR=1>

making a crepe au chocolat nutella in Paris

<http://www.youtube.com/watch?v=o8IrZYZwKHw&feature=related>

making a crepe aux bananes et chocolat in Paris

<http://www.youtube.com/watch?v=WmPxVEnYQ1Y&feature=related>

ratatouille

<http://www.youtube.com/watch?v=ssb3UozhZoQ&feature=related>

choucroute

[http://www.youtube.com/watch?v=Uz\\_5cKjnR7s](http://www.youtube.com/watch?v=Uz_5cKjnR7s)

beef bourgignon

[http://www.youtube.com/watch?v=aqH\\_V3yLtrY](http://www.youtube.com/watch?v=aqH_V3yLtrY)

croque monsieur

[http://www.youtube.com/watch?v=E-pmSaKT\\_AM&feature=related&safe\\_search=on](http://www.youtube.com/watch?v=E-pmSaKT_AM&feature=related&safe_search=on)

fais moi du couscous cheri

les cornichons nourriture et partitif article

### Internet websites:

1. Sur Lepointdufle <https://www.lepointdufle.net/>
2. Estudiodefrenches.com: [http://www.estudiodefrenches.com/?page\\_id=9](http://www.estudiodefrenches.com/?page_id=9)
3. Podcastfrançaisfacile <https://www.podcastfrancaisfacile.com/>
4. Tolearnfrench.com <https://www.tolearnfrench.com/lessons/dialogues.php>
5. Laits.utexas <http://www.laits.utexas.edu/fi/html/toc/00.html>
6. Francebienvenue explications sur la langue avec des dialogues <https://francebienvenue1.wordpress.com/le-francais/>
7. Françaisfacile.com [https://www.francaisfacile.com/cgi2/myexam/liaison.php?liaison=\\_dialogue\\_](https://www.francaisfacile.com/cgi2/myexam/liaison.php?liaison=_dialogue_)
8. <https://www.francaisavec pierre.com/> Français avec Pierre
9. Frank Sprog <https://www.franksprog.dk/>
10. Gabfle <http://gabfle.blogspot.com/>
11. Audio Lingua ( tous les thèmes short recordings <https://www.audio-lingua.eu/spip.php?page=themes>
12. Lingua.com ( textes for beginners) <https://lingua.com/french/reading/>
13. Schoolshape <https://french-resources.org/>
14. Apprendre le français avec TV5 <http://apprendre.tv5monde.com/>
15. Tous les thèmes possibles avec plein d'exercices le baobab bleu <https://lebaobabbleu.com/>
16. <https://www.youtube.com/c/LearnFrenchWithFrencheezi> Learn French with frencheezi
17. <https://www.commeunefrancaise.com/welcome?youtube> Comme une française
18. Vocabulaire French and English subtitles <https://www.youtube.com/watch?v=200ju9pB-PU&t=6s>
19. Dialogue French and English with subtitles 123dialogues.com <https://www.youtube.com/watch?v=MSz1NR3C6nY&t=22s>
20. <http://fleuh.fr/> (comprehension écrite orale grammaire et vocab tous les niveaux)
21. [https://www.youtube.com/watch?v=qTB\\_-J6DmlM](https://www.youtube.com/watch?v=qTB_-J6DmlM) Journal en français facile

22. C'est à toi internet resources <http://irc.emcp.com/ircfiles/French2e/>
23. Dictionary/sound and image : listening and speaking <http://www.languageguide.org/french/vocabulary/>
24. <https://www.youtube.com/watch?v=3bvDIbMaBsA> Le Monde des Titounis
25. Lingolia : vocabulary of various units with pictures and grammar with exercises  
<https://français.lingolia.com/fr/grammaire/les-temps/l'imparfait/exercices>
26. <https://fr.islcollective.com/> (printables)
27. <https://innerfrench.com/videos/>
28. <https://www.lasouris-web.org/primaire/francais-lecture.html> Livres (lectures) gratuits et activités/jeux interactifs.
29. Idées week-end avec la quotidienne (youtube)  
[https://www.youtube.com/results?search\\_query=idees+week+end](https://www.youtube.com/results?search_query=idees+week+end)
30. many dossier /topics that has combined various websites from different websites  
<https://ticsenfle.blogspot.com/>
31. [https://www.youtube.com/channel/UC26fqIs836AbDW3E5\\_c9UIg](https://www.youtube.com/channel/UC26fqIs836AbDW3E5_c9UIg) Ccube academy ( Conversational French beginner and intermediate)
32. <https://coffebreaklanguages.com/coffebreakfrench/> Coffee Break French
33. <https://savoirs.rfi.fr/fr/apprendre-enseigner> Apprendre et enseigner le français avec rfi
34. <https://www.youtube.com/hashtag/frenchpod101>
35. <https://www.youtube.com/watch?v=hZyc5sL9zxQ> Apprendre le français avec Vincent

## **Standard(s) Addressed**

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### **Standard 7 World language**

- 7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

### **Standard 7 Climate Change Education ( world language)**

- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues and exchanging information with classmates and others about global issues, including climate change.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

## **Standard 9 Career Readiness, Life Literacies, and Key Skills**

- 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy. The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage

WL.IL.7.1.IL.IPERS	Interpersonal Mode of Communication
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WL.IL.7.1.IL.PRSNT	Presentational Mode of Communication
WL.NH.7.1.NH.IPERS	Interpersonal Mode of Communication
WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication

WL.NH.7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
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## STAGE I Desired Results

<b>STAGE I Desired Results</b>	
<b><i>Objective (Transfer)</i></b>	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• List and label foods and beverages.</li> <li>• List and label utensils</li> <li>• Express need, thirst, hunger, likes and dislikes.</li> <li>• Order and buy food at a market or in a restaurant.</li> <li>• Make reservations at a restaurant.</li> <li>• Understand how to set up a table.</li> <li>• Read and understand steps in a recipe</li> <li>• Prepare and demonstrate a recipe to the class.</li> <li>• Understand European measurements.</li> <li>• Recognize and describe specialty platters of the French speaking countries.</li> <li>• Compare and contrast cultures.</li> </ul>	
<b><i>Mastery</i></b>	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Communication is the ability to understand and be understood in real</li> </ul>	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> <li>• How does the food we eat say about our culture, geographical location, and tastes?</li> </ul>

world contexts.

- Language and culture are mutually independent.

- Learning languages provides connections to additional bodies of knowledge.

- Learning languages allows students to realize there are multiple ways of viewing the world.

- Language students have the ability to participate in multilingual communities.

- What does eating well mean?

- How does the location of each region in France dictate its specialty dish and products?

### Acquisition

*Students will know . . .*

- Review key vocabulary related to the three meals of the day and vocabulary pertaining to breakfast such as: *le petit-déjeuner, le déjeuner, le dîner, les œufs, la saucisse, le pain perdu...*

- Key vocabulary related to food and beverages such as: *la pizza, le hamburger, le steak, les frites, les sandwichs, la glace, le jus, l'eau minérale, le café, la salade, le gâteau, le poulet, le poisson, le coca, le déjeuner, le petit-déjeuner, le dîner, le goûter, le menu, le plat, l'entrée, l'addition...la tarte aux fraises, la tarte aux cerises, le gâteau au fromage, la mousse au chocolat, la crème caramel, les gaufres, ...*

- Key vocabulary pertaining to recipes (preparations, cooking styles,

*Students will be skilled at . . .*

- List, label, and describe food and beverages.

- At the café students will be able to:

- Express hunger and thirst and need when ordering food in a restaurant or purchasing food in a market.

- Read and interpret a café menu .

- Read and interpret recipes.

- Read, interpret, and pay a café bill using

measurements and utensils, such as: *mélanger, ajouter, verser, remuer, enlever, couper, hacher, un kilo, un gramme, une cuiller à café de, un verre de, un demi de, un poêle, une casserole, un fouet etc...* perceives food and eating well.

- Similarities and differences related to eating habits between their culture and the one studied:

- Europeans in general are very health conscious and tend to eat moderately, in small portions using fewer sauces (Because new cuisine) and watch their diet (buy low fat, and light aliments).

- The meal at home is sacred and most of the food is healthy and homemade from the base.

- Eating with others is also a social time and enjoying the food (a meal consists of 5 courses of small portions).

- Cafés are very popular: it's the heart of French life; it's the hanging out place for all whether eating a sandwich or ordering a cup of coffee.

- Cafés display 2 different menus: indoor or terrace

- Menu à la carte and *la formule prix fixe*.

- McDonald is called Mcdo in France

the Euro.

- Recognize some popular French dishes: the main ingredients and region of origin.

- Write a short paragraph or/and role play a skit at the restaurant or at the school cafeteria.

- Look up authentic lunches served in French schools

- Watch videos related to food and mealtimes in France

- Read short passages on this topic and explain or answer questions of comprehension.

- Recognize some popular French dishes: the main ingredients and region of origin.

- Conjugate in the present and indicative mood the verb *boire, manger* and *mettre*.

- Use correctly the prepositions *à* and *de* with the definite articles.

- Paris world famous café: Les Deux magots, Café de Flore and Fouquets

- Some big fast food such as: *Quick, Free Time, Pizza Del Arte...*

- *Big chains of supermarkets: Monoprix, Carrefour...*

- *Depending on their geographical location each town has its regional specialty, such as the bouillabaisse (seafood soup) in Marseille (south of France), the quiche lorraine created in the province of Lorraine, and boeuf bourguignon originated in the province of Burgundy. Brie's most famous cheese comes from the Parisian area...*

- *The expression “repas sans pain, repas de rien” shows the importance of bread in the French diet.*

- *Teenagers in France usually drink less milk than American teens but consume more cheese and yogurt (yogurt is usually thinner than the custard-type yogurt found in the U.S. and is mostly plain.*

- Verb conjugation in the imperative mood of learning regular and irregular ER, IR, and RE verbs.

- Verb conjugation in the present indicative of *boire* and *mettre*

- Review partitive articles such as : *du, de la, des, de l'...*

- Review expressions of quantity such as, un pot de, une tranche de, une bouteille de, un litre de, une boîte de...

### STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<p>Introduce the name of vegetables, fruits, meats</p> <p>Learn vocabulary for breakfast</p> <p>My favorite pizza drawing .</p> <p>The main three meals of the day</p> <p>Specialty dishes in France</p> <p>Specialty signature dishes in French speaking countries</p> <p>Review and recognize verbs useful for recipes and utensils</p> <p>Introduce the imperative forms of verbs.</p>	<ul style="list-style-type: none"> <li>• <b>Project poster:</b> l'Amérique gourmande</li> </ul>

Recipes : videos and simple readers

Put the steps in order for the gingerbread recipe

<https://drive.google.com/open?id=1jL9DmMRIHEjoT08sCToAjwdRnjD6OS9NLozSLp4DTA&authuser=0>

Ordering food at a restaurant

### Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment). All courses follow a [balanced assessment system](#) with Practice and Assessments.

- Word banks when needed
- Extra time on assessments
- Special seating (away from distractions)
- Read and explain the directions to the student
- Use a highlighter or marker to identify key words, phrases, or sentences

## STAGE III Learning Plan

### STAGE III Learning Plan

#### Organize plan by weeks

**Week 1:** La nourriture: vocabulary on food and beverages

- Review vocabulary on food: flashcards, games, worksheets
- Read short texts from scholastic magazines.
- Teacher created powerpoint on food

**Week 2:** My favorite food / breakfast/pizza toppings and specialty dish

- Review vocabulary for breakfast.
- Review the partitive articles in negative and affirmative sentences.
- Write about their favorite food and beverages for breakfast (like/dislike).

- Engage in mini conversations and discussions to compare and contrast their favorite dishes.
- Take notes, review vocabulary on board, complete worksheets.

**Week 3:** At the restaurant

- Ordering food at a restaurant
- Engage in mini conversations and role play a scene at the restaurant
- Take notes, review vocabulary on board, complete worksheets.

**Week 4+5:** les recettes et les spécialités du monde francophone

- Practice new vocabulary pertaining to recipes: utensils, preparations and cooking styles
- Engage in mini conversations and discussions to reinforce vocabulary.
- Take notes, review vocabulary on board, complete worksheets.
- Read various recipes in French cookbooks and watch short videos on Youtube.

**Modifications**

**How are the activities modified/differentiated? (i.e.: abridged text)**

**Specific Resources for Unit**

**Specific Resources for Unit**

**Attached Affirmative Action Compliance Checklist**

French magazines such as Scholastic and Paris match.

Notes.

Internet (games and activities).

French/ English dictionaries.

Teacher created google slide

C'est à toi by EMC Paradigm

School appropriate films

Children story books

Menus

Cook books

## **Diversity, Equity, & Inclusion**

### **Diversity, Equity & Inclusion**

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

## **Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards**

Use of technology throughout lessons on a daily basis

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

## **Climate Change Education**

**ClimateChange Education**

**Enduring Understandings/Core Ideas**

**Performance Expectations**

Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the Core Idea and Performance Expectation from NJDOE link above.

Describe weather everyday in the beginning of each lesson. Compare the weather in my region to other overseas Francophone countries