

# Unit 04: A table: Culinary Delights from the French kitchen!

Content Area: **World Language**

Course(s):

Time Period:

Length: **3 weeks**

Status: **Published**

## Unit 4

<b>Unit Title:</b>	<b>A table: Culinary Delights from the French kitchen!</b>
<b>Suggested Duration:</b>	<b>3 weeks</b>

## Summary

In this unit students are introduced to the rich and diverse world of French and Francophone cuisine, including regional specialties, dining etiquette, and the cultural role of cafés. They examine how meals differ by time of day and learn about the geography of food in France. Students engage in interactive, real-world activities such as tasting food, role-playing in café settings, watching cultural videos, and creating menus, all while building vocabulary and conversational skills in French. analyze recipes, nutrition labels, and food advertisements. Students will then apply what they've learned in a simulated café experience, using descriptive language to taste and review foods, create a personalized French menu, and practice ordering and interacting in a café setting. A hands-on tea activity introduces elements of North African Francophone culture.

## 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</u> or <u>Practices</u> here.

**Language Arts:** Students will read, write and speak used to explore food-related stories, menus and recipes

**Art:** Students will design menus using traditional foods

**Food Science/Nutrition:** students will explore the science of taste (sweet, salty, bitter, pungent/intense)

**Social Studies/Geography:** Students will locate regions and areas on maps where traditional foods come from

**Mathematics:** Students will apply correct measurements and appropriate quantities when interpreting French recipes, comparing currency and food prices. Discuss food size portions.

## Standard(s) Addressed

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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.
WL.NM.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.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.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.
WL.NM.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.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

## Technology Integration

### Technology Integration

Northern supports the integration of the [SAMR Model](#): 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.

1. Sur Lepointdufle <https://www.lepointdufle.net/>
2. Estudiodefrances.com: [http://www.estudiodefrances.com/?page\\_id=9](http://www.estudiodefrances.com/?page_id=9)
3. Podcastfrançaisfacile <https://www.podcastfrançaisfacile.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-français/>
7. Françaisfacile.com [https://www.françaisfacile.com/cgi2/myexam/liaison.php?liaison=\\_dialogue](https://www.françaisfacile.com/cgi2/myexam/liaison.php?liaison=_dialogue)
8. <https://www.françaisavec 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
  - a. <https://lebaobabbleu.com/>
16. <https://www.youtube.com/c/LearnFrenchWithFrencheezi> Learn French with frencheezi
17. <https://www.commeunefrançaise.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/limparfait/exercices>
26. <https://fr.islcollective.com/> (printables)

## **STAGE I Desired Results**

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<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>• identify and describe iconic dishes from different French-speaking regions using visual and spoken vocabulary.</li> <li>• explain the cultural significance of French cuisine and its influence on global food traditions.</li> <li>• compare dining customs and etiquette in French culture to those in their own culture.</li> <li>• locate major French regions on a map and associate them with regional culinary specialties.</li> <li>• demonstrate basic understanding of meal structure and timing in French culture (petit déjeuner, déjeuner, dîner, goûter).</li> <li>• categorize and identify common French food items (produce, meats, dairy, etc.) using vocabulary and visuals.</li> <li>• compare food shopping practices and store types in Francophone cultures with their own</li> </ul>

experiences.

- interpret nutritional labels and discuss eating habits and food quality in French.
- describe and summarize steps in a traditional French recipe using appropriate vocabulary and phrases.
- analyze French food advertising and understand cultural attitudes toward food and health.
- role-play ordering food and drinks at a French café using appropriate phrases and polite expressions.
- use sensory vocabulary to describe food taste, texture, and appearance during a tasting activity.
- design a café menu using accurate vocabulary, prices in euros, and culturally appropriate meal choices.
- prepare and participate in a tea-making activity (e.g., Moroccan mint tea), connecting cultural practices to language use.
- demonstrate conversational and interpersonal communication skills in a simulated real-life scenario.

### ***Mastery***

#### **Big Ideas/Understanding**

*Students will understand that...*

- Food reflects regional diversity in French cultures
- Food is an essential part of cultural identity and daily life.
- Language and culture are intertwined in everyday interactions such as ordering food and describing meals.
- Francophone cultures vary widely in food traditions, etiquette, and regional specialties.

#### **Essential Questions**

- What are some typical meals?
- What are the most famous dishes in the Francophone world?
- Are there any traditions with food?
- How can we use language to order food, express preferences, or show manners?
- How do traditional French meals compare to meals in my own culture?
- How does French cuisine reflect the geography and culture of France?
- How do food and meals reflect social values and traditions in France?
- How does food reflect culture and regional identity in the Francophone world?
- How are meals, food shopping, and dining customs different in French-speaking countries compared to our own?
- What vocabulary and expressions are

needed to navigate a café or restaurant in French?

**Acquisition**

*Students will know . . .*

- how to order food in a restaurant
- knowing traditional and popular French cuisine
- understand simple French recipes
- comparing French cuisine to American cuisine
- Basic knowledge of fast food chains, supermarkets in the francophone world
- basic dining etiquette
- the reason and culture behind French cafes
- differences with meal times and food preparation
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*Students will be skilled at . . .*

- Using simple phrases to order food and drinks in French
- Expressing likes and dislikes about food using J'aime vs Je n'aime pas
- Understanding and practicing basic French dining etiquette (e.g., using appropriate silverware, waiting for others to start eating)
- Identifying famous Francophone cuisine
- Observe mealtime customs and eating habits in France
- Understand ingredients, tools, and cooking techniques
- Learn regional food diversity; connect food to geography
- Gain overview of French cuisine and its cultural significance
- Identify and describe regional dishes and dining customs from various French-speaking regions.
- Use food-related vocabulary to categorize, describe, and discuss meals and shopping experiences.
- Interpret authentic media such as menus, food advertisements, recipes, and videos on cultural practices.
- Demonstrate understanding of etiquette and dining norms through discussion, role-play, and performance tasks.
- Create and present a culturally appropriate French café menu using accurate language and pricing.
- Engage in basic interpersonal communication by

ordering food and expressing preferences in French.

## STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Assessments (Linked weekly below)	Practices (Linked weekly below)
<ul style="list-style-type: none"> <li>• Make a Cooking Video (demonstrate a French recipe)</li> <li>• French Food Blog Post (write as if traveling in France)</li> </ul>	<ul style="list-style-type: none"> <li>• Song interpretation (Interpretive Mode)</li> <li>• Communicative Activities (Interpersonal Mode)</li> <li>• Vocabulary quizzes (Interpretive Mode)</li> <li>• Vocabulary Activities and games (Interpersonal Mode)</li> <li>• Class discussions (Interpersonal Mode)</li> <li>• Dialogue Presentation in pairs (Interpersonal Mode)</li> <li>• Setting a table in France</li> <li>• Participate in Mint tea ceremony</li> <li>• Croissants and hot chocolate</li> <li>• Label a map with 5 regions and their dishes</li> <li>• Worksheet: Translate a simple French menu</li> <li>• Find out where people go to buy groceries (butcher shop, dairy market, bakery, pastry shop, etc)write a French recipe</li> <li>• Write a paragraph: What role does food play in your own culture?</li> <li>• School schedules comparison</li> <li>• Look and compare lunch menus</li> <li>• Matching activity with food items according to possible meal times throughout the day</li> </ul>

- Watch the movie (The Hundred Foot Journey (Les recettes de Bonheur, Les Saveurs du Palais, Julie and Julia) taking notes on dishes and ingredients used
- Journal: What meal traditions do you have with your family?
- Read Supermarket ads
- look at authentic lunch menus
- Video of Moroccan markets (souks)
- Write a short review of a dish you tried
- Write a dialogue between a tourist and waiter
- Practice ordering in French (role-play prep)
- Create a guide: "How to Eat Like the French"
- categorizing types of food in markets (frozen, produce, meats, seafood)
- watch commercials from fast food restaurants
- taste-testing with expressing different tastes (bitter, sweet, sour, spicy, salty)

### Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

- Add visuals to support discussion ( printed photos or slides showing meals).
- Provide sentence starters
- Create a Gallery Walk Worksheet to guide them
- Use visuals + icons for vocabulary and instructions
- Break tasks into chunks with clear step-by-step instructions
- Give choice in how students show learning (draw, speak, act, write)
- Include peer or group work for support
- Use sentence starters, graphic organizers, and audio supports
- Include movement-based tasks (stations, scavenger hunts, etc.)
- Repeat and rephrase directions

- Verbal cues as reminders to stay on task
- Reduce volume of the assignment
- Keep questions in the order for any reading comprehension activity
- Break material into small parts
- Allow students to work with responsible partner
- For crosswords, provide word banks

## STAGE III Learning Plan

### STAGE III Learning Plan

#### Organize plan by weeks

#### Week 10: Introduction to French Cuisine from around the world

- Brainstorm and discussion of French cuisine in Global Culture (Michelin stars, French culinary influence worldwide)
- Slideshow of iconic French dishes
- Discussion of French cafés, ordering etiquette, café as a social hub
- Discover popular Fast food places around the Francophone world and do a comparison of the types of food and fast food chain restaurants noticing differences
- Watch short videos demonstrating dining customs/etiquette (Napkin use, courses, meal length, table manners) with students demonstrating afterwards
- watch cafe scene and notice foods ordered
- Different meals for French Meal times (breakfast, lunch, dinner, gouter)
- Geography & Food Map: Map of France + regional dishes (e.g., crêpes in Brittany, bouillabaisse in Marseille)

#### Week 11: Food shopping and cooking

- Discussion on where people shop for food (marchés, types of grocery stores, categories of food)
- Continuation of food vocabulary with produce, cheese, meats, seafood
- Watch or analyze how a French dish is made (e.g., ratatouille, croque-monsieur)
- Discuss nutrition and eating practices with Nutrition labels and food quality and health concerns in

modern days

- watch food/grocery store commercial

### **Week 12: Cafe/Bistro simulation**

- Introduce how to order food in French
- taste testing with French variation of foods (pate, cavier, cheeses, etc)
- Activity: Moroccan Mint Tea
- Create a café menu with prices
- Role play a cafe scene
- Watch the video The 100 foot journey

### **Modifications**

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

- Use visuals + icons for vocabulary and instructions
- Break tasks into chunks with clear step-by-step instructions
- Give choice in how students show learning (draw, speak, act, write)
- Include peer or group work for support
- Use sentence starters, graphic organizers, and audio supports
- Include movement-based tasks (stations, scavenger hunts, etc.)
- Guided phrases/expressions in French

### **Specific Resources for Unit**

#### **Specific Resources for Unit**

**Attached Affirmative Action Compliance Checklist**

- Flashcards
- Movie video for the 100 Foot Journey
- Sample menus
- café dialogues
- Chef's Table France
- GSlides
- commercials <https://www.mcdonalds.fr/nos>

## 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.

### [Accommodations and Modifications](#) (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, LGBTQ, and students with 504 plans.

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

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.