

# 03-La gastronomie

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **20 days**  
Status: **Published**

## OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

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- People must prepare and eat food to survive.
- People use local resources to eat as well as imported food.
- Geographical location impacts what and how people eat.
- Recipes and videos provide great resources for people to cook all kind of food.

## General Overview, Course Description or Course Philosophy

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After a brief review of previously acquired skills and knowledge acquired in French 2CP or Honors, this course aims to further develop students' listening, speaking, reading and writing skills in the target language. New grammar and vocabulary are introduced and reinforced in oral and written exercises. Listening and speaking activities are included in classroom situations, conversations, original presentations, and the use of authentic recorded materials. The French language is used extensively throughout the course with a higher level of immersion in the Honors level.

The goal of this class is not only to improve students' communications skills in the French language but also to instill in students respect and understanding of other cultures as well as an interest in exploring their world. Students are introduced to French songs, movies and short literature selections throughout the year. Students learn and research Francophone cultures through reading and digital resources.

A good work ethic, daily study habits, willingness to learn and a positive attitude are key to students' success.

## CONTENT AREA STANDARDS

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WL.IL.7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
WL.IL.7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
WL.IL.7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

WL.IL.7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
WL.IL.7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
WL.IL.7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
WL.IL.7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
WL.IL.7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
WL.IL.7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
WL.IL.7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
WL.IL.7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.L.9-10.2.C	Spell correctly.
TECH.9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
TECH.9.4.8.TL.3	Select appropriate tools to organize and present information digitally.  Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that

- ingredients are needed in order to cook.
- ingredients can be bought locally or online.
- location impacts local cuisine.
- one must follow directions in a recipe to cook culinary specialties.
- Francophone recipes are nowadays widely available to all through the Internet.
- the Imperatif is used in recipes and cooking tutorials to give general directions.
- grammar is essential to proper communication.

## **Procedural Knowledge**

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Students will be able to:

- use language creatively to explain how to cook a recipe.
- provide information in writing about what is needed to cook a specific recipe.
- respond to questions about buying food and cooking.
- engage in short conversation about what students like to eat and cook as well as what type of food is needed to cook specific recipes.
- compare and contrast the various uses of the Imperatif (giving commands vs. .giving general directions).
- infer the meaning of new words in reading and online material related to regional cuisine and specific recipes.
- combine and recombine learned language to create a cooking video.
- associate French culinary specialties to specific regions.

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences

## **Benchmark Assessments**

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Educational Assessments

## **Formative Assessments**

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- Oral and written class activities (individually, in pairs and in small groups)
- Class participation
- Homework
- Quizzes
- Online activities (including interpersonal)

## **Summative Assessments**

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- Oral and written assignments
- Quizzes
- Chapter tests
- Oral multimedia presentation or video (cooking project)

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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- Bon Voyage 2
- D'accord 2
- Online resources (public, such as Youtube tutorials or video, Quizlet, newsarticle, blogs, etc.)
- Teacher's material/notes

## **INTERDISCIPLINARY CONNECTIONS**

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Social Studies (topography)

Science (sustainability)

Technology/Multimedia (media literacy)

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

### **French 3 Honors:**

- Ask questions about what people like to eat or not
- Justify why they would or would not eat a culinary specialty they've never had.
- Use language creatively to explain verbally in details how to make a recipe.
- Associate specific dishes to specific Francophone countries