

# 03\_ON VA AU CAFE: Let's Go to the Café

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **25 days**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. An education in world languages fosters a population that: communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace, exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication and values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

## OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- cafe life is a stand-out example of French culture.
- cafes may tell us much about what French citizens value.
- proper communication facilitates life in many ways.

Essential Questions:

- How do I order properly in French and what are my food and drink options at a cafe?
- What do I do if there is a problem at the cafe?
- Why is cafe culture important to the French?
- How would my culture be different if there were a similar importance of cafe life?

## CONTENT AREA STANDARDS

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.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.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or 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.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LA.RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

## **STUDENT LEARNING TARGETS**

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Students will know:

- everyday situations encountered convey cultural differences as well as similarities and thus provide insight into people and customs.

- that reading authentic text requires special strategies to uncover the main idea when I don't know all the words.

- speakers in the early stages of new language acquisition use a variety of techniques to convey meaning: gestures, body language and their native language.

- that engaging in conversation includes the choice of appropriate expressions.

## **Declarative Knowledge**

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Students will understand that:

- common foods in France can be found at cafes; some foods are similar to U.S. foods and others are not.
- cafes are an integral part of French life.
- ordering food usually includes polite expressions such as "I would like" "I prefer."
- hunger/thirst are expressed with idiomatic expressions.
- money conversion exists between dollars and Euros.
- role-play allows excellent opportunity to practice and perfect spoken French as well as open avenues for expressing opinions.

## **Procedural Knowledge**

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Students will be able to:

- identify common foods and beverages found at cafes and fast food restaurants in France.
- imitate French intonation when ordering food.
- express hunger and thirst with idiomatic expressions.
- identify and use familiar phrases in a cafe setting.
- approximate costs of items from Euros to American dollars.

## **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
- Interactive Game Creations

## **Benchmark Assessments**

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Educational Assessments

## **Formative Assessments**

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- teacher observations
- finger checks
- think/pair/share work
- student back to back chats
- presentational communications
- use of recorders
- applicable games (info gap)
- content based video clips/ feedback
- exit tickets / index (color) cards
- flyswatter game via Smartboard
- category/ dice/ vortex games via Smartboard
- food surveys

## **Summative Assessments**

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- Quizzes
- Role-Play situations: Invite friends to a Cafe, ask for the prices of foods and drinks, pay the bill
- Written, aural, oral assessments
- Rubrics for presentations, projects, speaking proficiency

- Project: Cafe Scenarios/ Problem at the Cafe
- Project: Metteur en Scene (you are director of cafe movie, stars are uncooperative)
- Most Disgusting Sandwich Creation

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

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Textbook Chapters (Bon Voyage), DVDs, CDs

Video clips, exercises from various Websites

Workbooks, readings, Astrapi

D'Accord series, grammar tutorials

Smartboard, dry erase boards

Authentic menus: Flunch, l'Hippopotame, Jardin du Boeuf, Quick, McDo, Pomme d'Or, Paul le Boulanger

Websites: restaurants/ cafes in France (Lyon)

## **INTERDISCIPLINARY CONNECTIONS**

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Arts: theater

Technology/Multimedia: video case studies, media literacy

Social Studies: current events, historical research

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.