

AERO:SBC Basic Unit Template

Subject/Course:	French Standard
Grade Level:	Middle School
Topic/Concept:	Food and meals
Estimated Time Required:	3 weeks
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Desired Results:

1. What do we want students to know or be able to do? List standard(s) and relevant benchmark(s)?

COMMUNICATION

SB 1.1 Students will converse, provide and obtain information, express feelings, emotions, and exchange opinions in the target language

Relevant benchmark:

d. Use the target language to acquire goods, services, or information orally and in writing

SB 1.3 Students will present information, concepts, and ideas to listeners and/or readers on a variety of topics in the language studied

Relevant benchmark:

f. - Present opinions, preferences, and feelings about culture experiences

SB 1.4 Students will demonstrate an understanding of the nature of language through comparisons of the target language and their own language or dialect

Relevant benchmark:

b. Discuss the relationships among languages, based on students' awareness of cognates.

CULTURE

SB 2.1 Students will demonstrate an understanding of the practices and perspectives of the cultures studied and the relationship between them

Relevant benchmark:

a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.

SB 2.2 Students will demonstrate an understanding of the products and perspectives of the cultures studied and the relationship between them.

Relevant benchmark:

c. - Produce and respond to forms of various products of the target cultures such as cuisine.

2. What are the enduring understandings that this unit is built upon?

- A culture expresses itself in terms of food and cuisine
- Food production and availability varies according geography, environment, economy, religion, and culture
- Food consumption differs among social, ethnic, and cultural groups

3. What essential or unit questions will prompt curiosity and focus?

- How does food relate to culture?
- How does a culture express itself in terms of food?
- In what ways does food consumption reflect economic/financial conditions?
- To what extent does food availability depend on geography and environment?
- To what extent does national cuisine relate and taste relate to geography and environment?

4. In the context of this unit, what specific knowledge or skills do you want the students to acquire?

Students will be able to:

- identify food products/cuisines from various geographical regions and relate these to culture, environment, economy, and religion
- plan a meal, talk about where to eat
- set the table according to cultural practices
- order in a café
- talk about favorite foods
- discuss preferences and express what they want
- shop for food at a market
- interact with vendors and asking for prices
- ask for specific quantities
- talk about what one should buy
- discuss what one can get
- prepare a shopping list
- ask for the price of an item
- express your likes, dislikes and preferences?
- understand the use partitive articles
- comment on the price /quality of goods
- make a restaurant or hotel reservation
- read brief / longer dialogues, conversations or passages related to shopping and eating out.
- write a short paragraph describing a recent meal they had at a restaurant or food they purchased at a local market

APPLICABLE VOCABULARY AND GRAMMAR:

- Conjugation of the verbs boire, manger, préférer, vouloir, acheter, payer, devoir, pouvoir in the present tense, imperative, and passé composé
- Silverware, meals, mealtime foods and beverages
- Fruits and vegetables
- Expressions of quantity
- Partitive articles
- Expressions of quantity with "de"
- The adjective tout
- The expression il faut

Evidence of Learning:

How will we know if students have achieved the desired result and can meet the standard(s) and benchmark(s)?

1. Provide a detailed description of the culminating task (summative assessment):

SUMMATIVE ASSESSMENT – AT THE END OF THE UNIT:

- **ORAL PRESENTATION:** In groups of 2-3 students, students will prepare a skit to present a scene that takes place either at a French (francophone) restaurant or market. Make or bring menus and items that will help to make the scene realistic.
- **FIELD TRIP:** Organize the following field trips for students:
 1. Lunch at a local French restaurant where they will have the opportunity to practice the vocabulary studied in class in real-life situations. They will order their meals and engage in authentic social interactions in French.
 2. Students create the menu of a local or foreign dish (in the form of a pamphlet). As a class, they then go grocery shopping at a local market where they make individual food baskets required to prepare their selected dishes. These food baskets and menus will be donated to our community service partners (orphanage or local school). At the end, students prepare a presentation to describe their experience.
- **READING COMPREHENSION / WRITING TEST** covering the essential parts of this unit. Students need to demonstrate the proper use and understanding of the vocabulary and grammatical concepts in sentences: partitive articles, adjective *tout*, conjugation of verbs such as *boire*, *acheter*, *payer*, and *vouloir* in the present tense and *passé composé*, expressions of quantity and *il faut*, food, beverages, meals, and cutleries.

2. Provide the scoring guide/rubric for the culminating task (summative assessment).

Criteria	1 - Attempts the standard	2 - Approaches the standard	3 - Meets the standard	4 - Exceeds the standard
Expression of ideas				
Grammar	The student demonstrates inadequate use of grammar studied. Errors interfere with meaning.	The student demonstrates somewhat control of the grammar studied. Errors may interfere with meaning.	The student demonstrates control of the grammar studied with minimal error that does not interfere with the meaning.	The student demonstrates excellent control of the grammar studied with minimal errors.
Vocabulary	Inappropriate and inaccurate vocabulary from the target unit.	Somewhat appropriate and accurate vocabulary from the target unit.	Appropriate and accurate vocabulary from the target unit.	Good variety of appropriate and accurate vocabulary from both the target unit and other units.
Clarity/Fluency	Writing and oral expressions are not clear and one cannot easily understand what is being communicated.	Writing and oral expressions are somewhat clear and one can somewhat understand what is being communicated.	Most of the writing and oral expressions are clear and one can easily understand what is being communicated.	Writing and oral expressions are clear and one can easily understand what is being communicated.
Pronunciation/Intonation	Pronounces many words incorrectly and is unclear. One cannot understand what is being communicated.	Pronounces words somewhat correctly and clearly. One can somewhat understand what is being communicated.	Most words are pronounced correctly. One can generally understand what is being communicated.	Pronounces words correctly and clearly enunciates. One can easily understand what is being communicated
Elaboration/Culture	Provides no appropriate details. Seldom identifies food products/cuisines and makes no link with culture(s)	Provides few details but does not elaborate them in a coherent manner. Identifies some food products/cuisines and	Elaborates occasionally with some appropriate details in a generally coherent manner. Can explain links between	Elaborates consistently with appropriate and precise details in a coherent manner. Compare and

		somewhat explain links with various cultures	food products/cuisines and various cultures and give examples	contrast food products/cuisines from various cultures, use illustrative examples
Presentational Techniques	Does not use appropriate non-verbal communication to address and engage audience.	Somewhat uses appropriate non-verbal communication to address and engage audience.	Mostly uses appropriate non-verbal communication to address and engage audience.	Consistently and effectively uses appropriate non-verbal communication (eye contact, body language) to address and engage audience.

Instructional Plan:

Provide a plan of your instructional activities, including time and materials needed. Map out, in steps, how you will get from the introduction of the unit to its conclusion so that by the end, your students can succeed on the culminating task and meet the benchmarks. Be sure to include any formative assessments at the points in the plan when you will need them.

FORMATIVE ASSESSMENT AND ACTIVITIES:

There is continuous assessment during various class activities:

Instructional activities	Materials	Lesson #
<p>Vocabulary of meals, silverware, foods & beverages</p> <ul style="list-style-type: none"> • Various worksheets – Label food pictures, fill in the blanks with words • Crosswords puzzle/words search of foods, beverages, meals and cutleries • Bingo games of foods & beverages, snacks • Telephone game – The teacher chooses words and expressions from the material covered in previous activities. This list may include for example, “je prends mon petit-déjeuner à 6h30”. Students have to pass the message on each other’s hear up to the last person seated in the circle. This person shoots the chosen word or expression. If it is correct the whole group gets a point. This game is a good way pronunciation while having fun. 	<p>Worksheets, crossword puzzles, Bingo cards</p>	<p>1</p>
<p>Oral expression/Reading comprehension</p> <ul style="list-style-type: none"> • The teacher provides a short text describing a scene taking place at a French Café. Students need to read and answer comprehension questions. They may use their awareness of cognates to understand new vocabulary and identify meanings. They then play the role of the waiter/waitress and restaurant guest(s). This is an excellent way for them to practice reading, expand their vocabulary, and manifest their understanding of the content both orally and in writing. • Work in groups of three or four. One member from each team goes to the teacher to learn a secret word or expression of food, then returns to the team and draws an image of that word or expression on paper. The first team to guess the expression correctly wins that round. The team then selects another student to be the artist. 	<p>Worksheet, paper, pencil</p>	<p>2</p>

<p>Partitive articles</p> <ul style="list-style-type: none"> The teacher explains the use of partitive articles du, de la, de l' and des to express certain quantity of a whole. The equivalent word in English is "some". Students complete practice oral and written activities as explained in the textbook, <i>Discovering French Blanc</i>, unit 3 (mastering exercises of partitive articles) 	<p><i>Discovering French Blanc</i> Workbook & CD</p>	<p>3</p>
<p>Present tense</p> <ul style="list-style-type: none"> The teacher explains the rule of conjugation of both regular and irregular common verbs used with foods in the present tense. Students practice conjugation, using "Verbathon" and "Verbal" kits (conjugation games). They then complete mastery writing activities in their workbook. 	<p><i>Verbathon</i> and <i>Verbal</i> kits, <i>Discovering French Bleu</i> workbook</p>	<p>4</p>
<p>Web-based reinforcement activities</p> <ul style="list-style-type: none"> Go to computer lab to work on web-based vocabulary & grammar activities on the concepts studied: foods & beverages, conjugation of regular and irregular verbs in the present tense, and partitive articles : www.lepointdufle.net & www.trainfrench.com 	<p>Computer & Internet</p>	<p>5</p>
<p>Role play / Learning Scenarios</p> <ul style="list-style-type: none"> Role-play a scene at a café between a customer and a waiter. The customer should state that s/he is hungry and what s/he wants to eat. The waiter might make suggestions or guide the customer. When you have finished, trade roles. Work with a partner. Using the menu of a restaurant, role play a scene in a café. Use the information on the menu to discuss items and prices. When you have prepared and practiced your role-play, present it to the class Work with a partner. Bring in menus from French restaurants or use ones that your teacher may have. In pairs, practice ordering food and drink from the menus, using expressions like Qu'est-ce que tu veux? Vous désirez? Et avec ça? 	<p>Menu of a French restaurant</p>	<p>6</p>
<p>Sondage: Et avec ça? /Culture</p> <ul style="list-style-type: none"> Think of various combinations of food and drink that you enjoy. These pairings are not always the same in other 	<p>Paper, pencil</p>	

<p>cultures and perhaps not in your own groups. Do a quick survey of members of your class to find out what they drink with various food items or what food items they like to combine. To do this, select a food, look up how to say it in French, and ask others what they drink or what else they eat with it. Hamburger et...? Tarte aux pommes et ...? With the results of your survey, prepare a pie chart that shows how people answered your survey.</p>		7
<p>La restauration rapide / Culture</p> <ul style="list-style-type: none"> • Work alone or with a partner. Research what types of fast-food restaurants are available in France. To do this, you might type “restauration rapide” into a French search engine (moteur de recherche). When you find a restaurant, learn what kinds of food are served there and how the restaurant compares to similar restaurants in other parts of world (choose a country of your choice). If possible, print a menu to share with your class. 	Computer & Internet	8
<p>Vous désirez? / Une carte supplémentaire / Qu’est-ce qui manque? (interactive games)</p> <ul style="list-style-type: none"> • This is a class activity. Bring in snack foods or pictures of some foods covered in the unit and, on an index card, write the French words for those foods. For example: soda, jus de tomates, jambon. Line up the pictures and actual foods on a table. The teacher will divide up the class into three teams, gather all the index cards, shuffle them, and make three piles. The object of the game is for each team to use up all its labels in the shortest time possible. Nominate a time keeper. • Work in groups of three or four. Prepare picture cards for foods and drinks. Complete another set of cards with the French names of these foods and drinks. Add one additional card, a blank, to the pile. Shuffle the cards and deal out all the cards to members of your group. Select and set aside the matching pairs of cards in your hand. Throw dice to know who will start. The first player will draw one card from the player to his/her right. One after the other, players will draw from the player on the right, making pairs to set aside. The player left with the extra card (la carte supplémentaire) loses. The winner is then determined by the player with the most pairs. 	Foods, pictures, cards, markers & dice	9

<ul style="list-style-type: none"> Work in groups of the three or four. Prepare picture cards for foods and drinks. Spread them out so that all in the group can see them. Throw dice to designate a game master. Then, while the members of the group have their eyes closed, the game master removes one card. As players open their eyes, the game master asks Qu'est-ce que qui manque? See who in the group can discover which card is missing. That person then becomes the game master. Continue the game until the time appointed by the teacher has elapsed. 		
<p>Une recette / Faux-accrostiche (fun reinforcement activities)</p> <ul style="list-style-type: none"> This is a class activity. Form a circle. Discuss recipes that you enjoy and know how to make. (Note: a peanut butter sandwich involves a recipe, too!) Begin by collectively choosing a recipe to make. Say the recipe's name and then add the first ingredient. The next player must repeat what was said and add another ingredient (include quantity). If a player cannot remember an ingredient that has been mentioned, s/he is out. The last player still in the game wins. Working with a partner, write the name of a French meal with the letters one under the other. Then find words or expressions that describe foods served at that meal. Write these across where there is an intersecting letter. Check the model. <p style="text-align: center;"> D Î N P O U L E T R </p>	<p>Paper, pen</p>	<p>10</p>