



AERO:SBC Basic Unit Template

Subject/Course: French

Grade Level : 11th /12th grade

Topic/concept: " La restauration en France"

Estimated Time Required: 4 weeks

Desired Results:

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

1.1 b, d, 1.2a,b c, e, 1.3a, c, e, f; 1.4 a; 2.1 a, c, f, g; 2.3 b; 3.1a, b; 3.2 d; 4.2 b

2. What are the enduring understandings that this unit is built upon?
Why do the French eat the way they do?

3. What essential or unit questions will prompt curiosity and focus?
How do geography and climate have an effect on products of France?
How does the French way of eating relate to the French way of living?

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

Students will know:

- Different kinds of French dishes and where they can be found in different parts of the country.
- Geographical and historical reasons why a specific region offers particular specialties

Students will be able to:

- use appropriate and polite expressions at the table
- compare the culture of the French etiquette (table setting and table manners) to other countries including their own
- use the verbe vouloir, pouvoir in the conditionnel and the subjonctif

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):

Students would make a power point presentation about the region they visited in France and write a report about their personal experience during this trip stating their opinion and impressions about the way of living of the French in that region. The presentation should clearly underline a link between the characteristics of the region and what this specific region produces. In this report, they should talk about at least a trip to a French restaurant making use of the necessary vocabulary and expressions related to food and restaurants.

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
Language	Inadequate and/or inaccurate use of basic language structure	Some use of basic language structure	Average use of basic language structures	Control of basic language structure
Content	Minimal completion of the task and/or content predominantly inappropriate	Partial completion of the task, content mostly appropriate, ideas undeveloped	Completion of the task, content appropriate, ideas adequately developed	Superior completion of the task, content appropriate, ideas well developed and organized
Cultural awareness	Provides little evidence of culturally appropriate language	Provides some evidence of culturally appropriate language	Provides average evidence of culturally appropriate language	Consistently provides evidence of culturally appropriate language
Vocabulary	Inadequate and/or inaccurate use of vocabulary	Somewhat Inadequate and/or inaccurate use of vocabulary	Adequate and accurate use of vocabulary	Rich use of vocabulary