# Main Theme:
*Defining quantities*

## French II, Unité 3: Bon Appétit!
**Duration:** 6 weeks

### Theme and Objectives:

#### Culture
In this unit, students will learn about...
- where French people do their shopping
- what kinds of foods are typically served in French restaurants
- French fast food
- French tipping practices

#### Communication
Students will learn how to...
- talk about their favorite foods and beverages
- order in a French café or restaurant
- shop for food in a French market

#### Language
Students will learn how to...
- use vocabulary to discuss meals, table settings, and food shops
- talk about what one wants, can do and must do
- discuss quantities
- discuss what one is drinking
- discuss items in a general or specific sense

### Unit Work/Assessments:

#### Diagnostic
1. Pre-Assessment: vocabulary to review food, drinks, money, stores

#### Formative
1. Video program
2. Exercises
3. Graphic Organizers
4. Presentations
5. Vocabulary Puzzles
6. Peer activities
7. Games

#### Summative
1. Vocabulary Quizzes
2. Grammar Quizzes
3. Cooking Project
4. Unit Test (Listening, Writing, Speaking, Reading)
5. PBA

### Essential Questions:
1. How are culture and food connected?
2. How does culture affect shopping habits?

### Standards:
See below for standards addressed in this unit.

### Multimedia

#### 1. Print
- Textbook
- Workbook
- Diagnostic assessments
- Practice activities
- Information gap activities
- Assessment program

#### 2. Audiovisual
- Audio program
- DVD
- Language Lab activities
- YouTube videos
- Songs

#### 3. Technology
- [www.classzone.com](http://www.classzone.com)
- YouTube
- French Tutor
- Targeted websites for practice

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*See daily lesson plans*
STANDARDS: The following standards were developed by the American Council on the Teaching of World languages and have been adopted by every state.

GOAL 1: Communication: Communicate in languages other than English through listening, speaking, reading, and writing in various cultural contexts.

1.1 Students listen and respond, engage in conversations, provide and obtain information, express preferences, emotions and feelings, and exchange opinions and beliefs.

1.2 Students comprehend and interpret written and oral language on a variety of topics.

1.3 Students present information, concepts, and ideas in oral and written form on a variety of topics.

GOAL 2: Cultures: Gain knowledge of other cultures through the study of language.

2.1 Students demonstrate knowledge of social patterns and conventions and interact appropriately in different cultural settings.

2.2 Students demonstrate knowledge and understanding of significant components of the cultures being studied, such as traditions, institutions, art, history, music, and literary and artistic expressions, among others.

GOAL 3: Connections: Connect with other disciplines and gain access to information.

3.1 Students reinforce and broaden their knowledge of other disciplines through the world language.

3.2 Students access information and cultural perspectives that are available through the world language via electronic or traditional means.

GOAL 4: Comparisons: Develop insight into the nature of language and culture.

4.1 Students learn that different languages use different ways to communicate and can apply this knowledge to their own language.

4.2 Students learn that people of different cultures may think and act differently, and students can apply this knowledge to their own culture.

GOAL 5: Communities: Participate in multilingual communities, the global society, and world markets.

5.1 Students use the language both within and beyond the school setting.

5.2 Students use language for leisure and personal enrichment.

Georgia Performance Standards for Modern Languages Level 1:

Interpersonal Mode of Communication (IP)
The students exchange simple spoken and written information in the target language, utilizing cultural reference where appropriate.

ML1.Ip1A. Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.

ML1.Ip1B. Express likes, dislikes, emotions, and agreement and disagreement.

ML1.Ip1C. Make simple requests.

ML1.Ip1D. Ask for clarification.

ML1.Ip1E. Give simple descriptions.

ML1.Ip1F. Comprehend basic directions.

ML1.Ip1G. Ask questions and provide responses based on topics such as self, family, and school, etc.
ML1.Ip1 H. Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.

The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.
ML1.Ip2 A. Initiate, participate in, and close a brief oral or written exchange.
ML1.Ip2 B. Use formal and informal forms of address.
ML1.Ip2 C. Demonstrate Novice-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

Interpretative Mode of Communication (INT)
The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc.
ML1.INT1 A. Identify the main ideas and some details when reading and listening.
ML1.INT1 B. Comprehend simple, culturally authentic announcements, messages, and advertisements.
ML1.INT1 C. Understand simple instructions, such as classroom procedures and basic computer terminology.
ML1.INT1 D. Demonstrate Novice-Mid proficiency in listening, viewing and reading comprehension.

The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.
ML1.INT2 A. Differentiate among statements, questions, and exclamations.
ML1.INT2 B. Recognize basic gestures, body language, and intonation that clarify a message.

Presentational Mode of Communication (P)
The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns.
ML1.P1 A. Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media sources.
ML1.P1 B. Give basic information about self and others including school, family, activities, etc.
ML1.P1 C. Demonstrate Novice-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.

The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.
ML1.P2 A. Demonstrate Novice-Mid proficiency in pronunciation and intonation when presenting rehearsed material.
ML1.P2 B. Demonstrate comprehension of rehearsed material.

Cultural Perspectives, Practices, and Products (CU)
The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.
ML1.CU1 A. Demonstrate knowledge of contributions of target culture(s) to civilization.
ML1.CU1 B. Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.
ML1.CU1 C. Describe customs and traditions of the cultures such as greetings,
celebrations, and courtesies.

Connections, Comparisons, and Communities (CCC)
The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce on another.

ML1.CCC1 A. Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.

ML1.CCC1 B. Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills).

ML1.CCC1 C. Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects.

ML1.CCC1 D. Relate content from other subject areas to topics discussed in the language class, such as the influence of explorers and settlers on various regions of the United States.

The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students’ own culture.

ML1.CCC2 A. Compare patterns of behavior and interaction in the students' own culture with those of the target language.

ML1.CCC2 B. Demonstrate an awareness of elements of the students' own culture.

The students compare basic elements of the target language to the English language.

ML1.CCC3 A. Recognize similarities and differences in sound systems, writing systems, cognates, gender and level appropriate idioms.

ML1.CCC3 B. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

The students demonstrate and awareness of current events in the target culture.

ML1.CCC4 A. Give information regarding major current events of the target culture(s).

ML1.CCC4 B. Understand the impact of major current events of the target culture(s).

The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes.

ML1.CCC5 A. Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology.

ML1.CCC5 B. Identify resources, such as individuals and organizations accessible through the community or the Internet that provide basic cultural information about the culture(s) studied.