

**World Languages
French I
Unit 4: Dining**

Essential Understandings	<ul style="list-style-type: none"> ▪ Language enables communication. ▪ Language is inextricably linked to culture. ▪ Western languages have certain structural similarities.
Essential Questions	<ul style="list-style-type: none"> ▪ How do dining and food shopping habits differ in France from the U.S.? ▪ What cultural significance is attached to food?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Food is a reflection of French culture. ▪ Consumer habits change as a result of the worldwide economy.
Vocabulary	<ul style="list-style-type: none"> ▪ Terms: <ul style="list-style-type: none"> ○ food names, dining out, stores, verbs <i>aller, faire, pouvoir, vouloir</i>, expressions w/<i>avoir</i>
Essential Skills	<ul style="list-style-type: none"> ▪ Use appropriate vocabulary to order food or beverage at a café or restaurant. ▪ Use appropriate vocabulary to shop for food in a French speaking country. ▪ Compare French & American dining and food shopping customs. ▪ Use colloquial expressions with <i>faire</i> and <i>aller</i>. ▪ Use the partitive.
Related Maine Learning Results	<p><u>World Languages</u> A. Communication A1. Interpersonal Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and intonation which would be comprehensible to a native speaker accustomed to interacting with language learners.</p> <ol style="list-style-type: none"> a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries. b. Provide and exchange detailed information on familiar topics, orally and in writing. c. Describe and explain states of being, orally and in writing. d. Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning.

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**Related
Maine Learning
Results**

A2. Interpretive

Students comprehend conversations, narratives, and recorded material in familiar contexts that are longer and/or more complex than those in the 6-8 span.

- a. Identify main ideas, topics and specific information in a variety of authentic written materials.
- b. Identify main ideas, topics, and specific information in authentic films.
- c. Identify main ideas, topics, and specific information in a variety of authentic oral/signed materials.

A3. Presentational

Students express their own thoughts to describe and narrate in oral and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by native speakers accustomed to interacting with language learners.

- a. Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation.
- b. Relate a story about a personal experience or event orally.
- c. Paraphrase and/or summarize texts orally and in writing using a presentational format.
- d. Write brief narrative compositions and expository/informational compositions.
- e. Give oral presentations on familiar subjects related to a culture in which the target language is spoken.

A4. Language Comparisons

Students use their understanding of the nature of language to enhance their communication in the target language.

- a. Compare a variety of grammatical structures and syntax between languages.
- b. Identify examples of vocabulary in both languages that do not translate directly from one language to another.
- c. Use idiomatic expressions and/or proverbs in the target language.
- d. Identify examples of vocabulary (in English and the target language) that convey different meanings in different contexts.

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<p>Related Maine Learning Results</p>	<p>B. Culture B1. Practice and Perspectives Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken a. Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken. b. Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken. c. Identify differences in cultural practices among peoples that speak the same language. B3. Comparison with Own Culture Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives. a. Identify and compare influential figures from the two cultures. b. Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the target language is spoken. c. Use the target language in a manner that would be considered appropriate by native speakers and explains what makes it appropriate communication. C. Connections C1. Knowledge of Other Learning Results Content Areas Students use the target language to enhance their knowledge of other Learning Results content areas. a. Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English. b. Provide examples of information gathered through target language resources that are applied in other Learning Results content areas.</p>
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Store flyer scavenger hunt ▪ Write & perform “dining out” skit ▪ Simulated grocery shopping ▪ Sample or cook French foods
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Quizzes ▪ Demonstrations ▪ Presentations ▪ Composition ▪ Listening comprehension ▪ Reading comprehension

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<p>Sample Resources</p>	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ <u>Bienvenue</u> - McGraw-Hill▪ <u>Videos:</u><ul style="list-style-type: none">○ <u>Bienvenue</u>▪ <u>Other Materials:</u><ul style="list-style-type: none">○ French super market flyers○ French menus
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