

**Tigard High School  
Unit Planning Organizer**

**Subject:** French 2 \_\_\_\_\_ **Grade:** 9-12

**Quarter/Weeks:** 1 Semester

**Unit:** Chapter 3: Un repas à la française

**Pacing (time):** 4 weeks

**Essential Question(s):**

Where do I shop for certain items?

How do I interact at the table while eating in the French culture?

**Big Idea(s):**

Discuss and compare habits related to shopping for, serving and eating meals.

**Oregon State Standards**

**Communication skills**

**A2.** Student is able to use the target language to participate in communicative classroom activities and discussions with peers and teachers.

**B1.** Use writing processes such as brainstorming, drafting, revising and proofing to produce short texts in the target language.

**Structure**

A2 Can understand the role of grammar and context in various linguistic functions in English and the target language

A4. Can identify and compare the coding of tense and aspect in English and the target language.

**Culture**

**A1.** Able to locate on a map and identify and recognize countries and continents where target language is spoken

**A2.** Know basic historical facts and cultural traits of the language country or countries, including the range of languages spoken  
**A4.** are able to identify and articulate in their first language, if necessary, perspectives embodied in the culture that uses the target language.

**“Unwrapped” Concepts and Skills, and Bloom Levels (BL)**

<b>Concepts (Need to Know)</b>	<b>Skills (Able to Do)</b>	<b>BL*</b>
Expressions of quantity  Use of articles: definite, indefinite and partitive  Pronouns: y and en  Indirect object pronouns: lui, leur  Vouloir and pouvoir  re verbs	Make purchases  Ask for, offer, accept and refuse food  Pay and respond to compliments  Ask for and give advice  Extend good wishes	1,2,3

**\*Blooms level: 1-Remember, 2-Understand, 3-Apply, 4-Analyze, 5-Evaluate, 6-Create**

**Instructional Planning**

**Suggested Resources / Materials**

Book/Chapter: Allez, viens Chapter 3 and text support materials

**Suggested Research-based Effective Instructional Strategies:**

1. oral practice

2. listening comprehension
3. reading comprehension
4. audio input
5. decoding
6. writing practice
7. information gap: oral and written activities
8. cultural and experiential input
9. study skills and outlining strategies
10. cooperative learning and partner activities

<b>Vocabulary / Word Wall</b>	<b>Enrichment / Extension</b>	<b>Interdisciplinary Connections</b>
Food and drink Meals Places to shop Shopping expressions Expressions used at the table Celebratory expressions	Menu planning  Skit	English grammar

**Assessments:**

Common Formative Pre-Assessments: Recognition quizzes

Progress Monitoring : Daily written and oral work, question answering, choral and kinesthetic responses

Common Formative Post-Assessments: Multiple choice, fill in the blank and vocabulary quizzes, short writing assignments

Summative Assessments: Lesson and unit tests