

**Tigard High School  
Unit Planning Organizer**

**Subject:** French 1

**Grade:** 9-12

**Quarter/Weeks:** 1 Semester

**Unit:** Chapter 5, On va au café?

**Pacing (time):** approx. 3 weeks

**Essential Question(s):**

How do we order food in French?

How do we make, accept, and turn down suggestions?

**Big Idea(s):**

Exchanging opinions and information

Making, accepting & turning down invitations

Requesting things you would like.

**Communication Skills** *Benchmark I/Pre-Novice to Benchmark II/Novice-Low, emerging control*

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

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

B2. Use some basic cohesive devices in discourses in the target language.

**Structure** *Benchmark I/Pre-Novice to Benchmark II/Novice-Low, emerging control*

A1. Recognize most common parts of speech, including nouns, verbs, adjectives, articles and adverbs in English and the target language.

A6. Know that a second language cannot be thought of as a simple word-for-word translation of English.

**Learning Behaviors**

A3. Are willing to speak in the target language in front of teachers, peers and those who are fluent in the target language.

A7. Use questions and other strategies to elicit responses from classmates as well as from fluent speakers of the target language.

A8. Use mnemonic and memorization strategies to enhance the learning of the target language.

## CULTURE

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)

Concepts (Need to Know)	Skills (Able to Do)	BL*
Tell how much we like or dislike something	Use <b>prendre</b> (to get/take)	1, 2, 3
Exchange information	Use the imperative with all regular ER verbs as well as prendre and faire	
Make, accept, turn down suggestions	Inquire about and express likes and dislikes.	
How to behave & order food in a French café.	Make, accept, and reject suggestions.	
The Imperative	Use memorized excuses for turning down suggestions.	

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

### Instructional Planning

#### **Suggested Resources / Materials**

Book/Chapter: Allez, viens Level 1, chapter 1

Travaux Pratiques workbook, Allez, viens Level 1, chapter 1

DVD Tutor Allez, viens Level 1, chapter 1

Audio CD Allez, viens Level 1, chapter 1

**Suggested Research-based Effective Instructional Strategies:** select from / expand on

1. Identifying similarities and differences
2. Summarizing and note taking

3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Groupings: Whole, Small, Partner, Individual
11. oral practice
12. listening comprehension
13. reading comprehension
14. audio input
15. decoding
16. writing practice
17. information gap: oral and written activities
18. cultural and experiential input
19. study skills and outlining strategies
20. cooperative learning and partner activities

Vocabulary / Word Wall	Enrichment / Extension	Interdisciplinary Connections
<p>Typical café food &amp; beverages</p> <p><b>Prendre</b></p> <p>Ordering food &amp; beverages</p> <p>The imperative</p> <p>Inquiring about &amp; expressing likes,</p>	<p>Students will make a menu for a cafe that they will open.</p>	<p>English grammar</p> <p>Reading Strategies</p> <p>Culture of other countries</p> <p>Similarities and differences with food culture</p>

and dislikes		
How to pay the check		

**Assessments:**

**Common Formative Pre-Assessments:**

- check-point quizzes

**Progress Monitoring :**

- Daily written and oral work, question answering, choral and kinesthetic responses

**Common Formative Post-Assessments:**

- Multiple choice, fill in the blank vocabulary quizzes, Written mini-projects

**Summative Assessments:**

- Unit test and/or mini project: brochure, skit