

Planned Course: French 2	Course Number: AH501	Department: World Language					
Unit: La Nourriture	Grade Level: 9-12						
Estimated Time: 6 weeks	Level/Track: French II	Date Approved: June 2017					
<table border="1"> <tr> <td style="text-align: center;">PA Academic Standards / ACTFL Standards</td> <td style="text-align: center;"> ▶Core Concepts (in question format) <ul style="list-style-type: none"> • Skills/Knowledge </td> <td style="text-align: center;">Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)</td> <td style="text-align: center;">Assessments (include types and topics)</td> </tr> </table>				PA Academic Standards / ACTFL Standards	▶Core Concepts (in question format) <ul style="list-style-type: none"> • Skills/Knowledge 	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
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<p>PA Standards <i>12.1 A-F, 12.3 A, B, 12.5 A, C, D</i></p> <p>ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2 4.1, 4.2, 5.1, 5.2</p>	<p>AP Themes: Contemporary Life</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ▶How do I describe my eating habits? ▶How do I shop for food? ▶How do I compare things? ▶What are the differences between eating habits in francophone countries and eating habits in the United States? 	<p><u>MODES:</u></p> <p>Interpretive (Audio, visual and audio visual)</p> <ul style="list-style-type: none"> -Students watch a short video of a French person demonstrating a recipe. -Students listen to conversations and identify which type of store the people are in. -Students watch a short video of people at dinner and answer comprehension questions. <p>Interpretive (Written Print)</p> <ul style="list-style-type: none"> -Students read an infographic about French eating habits. -Students read samples of school menus in France and compare them to their own. -Students read and interpret conversations. -Students read and discuss the 	<p><u>MODES:</u></p> <p>Interpretive (Audio, visual and audio visual)</p> <ul style="list-style-type: none"> -Students listen to questions and choose the most logical response for each question. -Students listen to a speaker describing a traditional holiday meal and answer comprehension questions. -Students listen to speakers tell about their food preferences and answer comprehension questions. <p>Interpretive (Written Print)</p> <ul style="list-style-type: none"> -Students read descriptions of restaurants and answer comprehension questions. -Students read a Moroccan recipe and answer comprehension questions. -Students read a series of
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		<p>poem “Déjeuner du Matin” by Jacques Prévert.</p> <p>Interpersonal (Spoken) -Students play the roles of customer and salesperson in a grocery store. -Students interview each other about their food preferences. -Students complete a “find someone who...” activity in which they interview classmates using comparatives and superlatives.</p> <p>Interpersonal (Written) -Students write questions for a partner, exchange questions, and write responses. -Students write responses to agree and disagree with their classmates’ comparisons.</p> <p>Presentational (Spoken) -Students report results from a class survey on eating habits.</p>	<p>sentences and put the events in a logical order.</p> <p>Interpersonal (Spoken) -Students use Lingt Language to record a conversation. -Students role play a restaurant scene.</p> <p>Interpersonal (Written) -Students write an e-mail inviting a friend over for dinner.</p> <p>Presentational (Spoken) -Students record a cultural comparison of eating habits in the United States and in francophone countries.</p> <p>Presentational (Written) -Students write a description of a picture of a restaurant scene. -Students write answers to questions about their habits and preferences regarding meals, grocery shopping, and</p>
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		<p>-Students tell how to prepare foods.</p> <p>Presentational (Written)</p> <p>-Students write a paragraph describing their eating habits, likes, and dislikes.</p> <p>-Students write comparisons of things, people, places, and activities using adjectives and adverbs.</p>	<p>restaurants.</p> <p>-Students write comparative and superlative sentences to tell their opinions on given topics.</p>
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