

UbD	
STAGE 1 – DESIRED RESULTS	
<p><b>Unit Title:</b> French Cuisine</p> <p><b>Established Goals (big ideas):</b> – include BC curriculum citation</p> <ul style="list-style-type: none"> <li>- Using strategies helps us understand and acquire language</li> <li>- With simple French, we can discuss our interests</li> <li>- Deepening our knowledge of Francophone communities helps us develop cultural awareness</li> </ul> <p>BC's New Curriculum. (2016). Core French 7   Building Student Success - BC's New Curriculum. Retrieved from <a href="https://curriculum.gov.bc.ca/curriculum/core-french/7">https://curriculum.gov.bc.ca/curriculum/core-french/7</a></p>	
<p><b>Rationale</b> <i>Why are you doing this and why is it relevant to your students</i></p> <p>Students will learn about Francophone culture through gaining an understanding about French cuisine and which types of food originated from French culture. Students will also learn how to ask questions, as well as describing their interests to someone else through the learning of the verb – <i>Aimer</i>. In addition, students will gain more French vocabulary, including the French terms for some of their favourite foods.</p>	
<p><b>Essential Question(s):</b> (<i>What drives the learning?</i>)</p> <p>How can I ask someone what types of food they like?                  How can I say which food is my favourite?                  How can I say my favourite food in French?                  Which food originated from French culture?</p>	
<p><b>Students will be able to:</b>                  (<i>competencies – include BC curriculum citation</i>)</p> <ul style="list-style-type: none"> <li>- Use intonation and tone effectively to convey meaning in French</li> <li>- Understand increasingly complex key information and supporting details in slow, clear speech and other simple texts</li> <li>- Use strategies to increase understanding</li> <li>- Follow instructions to complete a task, including responding to questions or asking relevant follow-up questions</li> <li>- Ask and answer questions in context</li> <li>- Identify cultural aspects of Francophone communities</li> </ul> <p>BC's New Curriculum. (2016). Core French 7   Building Student Success - BC's New Curriculum. Retrieved from <a href="https://curriculum.gov.bc.ca/curriculum/core-french/7">https://curriculum.gov.bc.ca/curriculum/core-french/7</a></p>	<p><b>Students will know;</b>                  (<i>content– include BC curriculum citation</i>)</p> <ul style="list-style-type: none"> <li>- Common, high frequency vocabulary and sentence structures for communicating meaning:</li> <li>- Asking and responding to different types of questions</li> <li>- Describing culture aspects of communities</li> </ul> <p>BC's New Curriculum. (2016). Core French 7   Building Student Success - BC's New Curriculum. Retrieved from <a href="https://curriculum.gov.bc.ca/curriculum/core-french/7">https://curriculum.gov.bc.ca/curriculum/core-french/7</a></p>

STAGE 2 – ASSESSMENT EVIDENCE	
<p><b>Performance Tasks and/or culminating tasks:</b></p> <ul style="list-style-type: none"> <li>- <i>I do/we do/you do</i> repetition technique for learning vocab</li> <li>- <i>High-Five Conversations</i> using <i>Aimer</i> &amp; vocab words</li> <li>- <i>Matching Vocab Exercise</i></li> <li>- <i>Aimer m/c Exercise</i></li> <li>- <i>French Group Jeopardy</i></li> <li>- <i>Make-a-Menu!</i></li> </ul>	<p><b>Other Evidence: formative and summative</b></p> <p><b>Formative</b></p> <p>Students will be assessed formatively over this unit as we go through some activities that they are familiar with from past French units – <i>I do/we do/you do, High-Five Conversations, French Jeopardy, Flyswatter Activity</i>. Those activities are implemented to aid students in learning vocabulary and practicing their pronunciation. As we go through these activities and learn the new vocab and verb within this unit, I will rotate around the classroom, listening to students use the new terminology, ask student volunteers to demonstrate their learning in front of myself and the class, and take part in French conversations with the students as well. The formative assessment takes place in</p>

	<p>this unit through check for understanding activities such as the <i>High-Five Conversations</i> where students will practice French using this units and past units' vocabulary.</p> <p><b><u>Summative</u></b></p> <p>Summative assessment will take place in this unit through the <i>Matching Vocab</i> and <i>Aimer m/c</i> quizzes. Students have done these exercises in French in the past with me, so they are familiar of this routine. Students will do these quizzes part way through the unit, they will be marked by an elbow partner as I go through the answers verbally with the students. Students will then hand these quizzes into me so that I can assess each students' ability and understanding of the content. This allows me to check what the students are understanding, and what they may need further assistance in.</p> <p>One culminating activity for this unit will again be the <i>French Group Jeopardy</i>, where students are able to demonstrate their learning through a classroom game.</p> <p>Additionally, students will be tasked with creating their own menu, using some of the vocabulary that we learned from this unit, and providing any additional vocabulary words for food that they might know of outside of this unit. Students will experience another form of summative assessment for this assignment, as I will have a rubric with required criteria for the students to meet in order to succeed. The grading for the rubric will be as follows: 1 – Emerging, 2 – Developing, 3 – Acquired, 4 – Accomplished</p>
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STAGE 3 – LEARNING PLAN	
Learning intentions	Learning activities
<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>- Students will be able to properly pronounce the French food vocabulary terms that we will be learning throughout this unit</li> <li>- Students will know the English and French translation of some of the foods by the end of this lesson</li> </ul>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>- <i>I do/we do/you do</i> repetition technique for learning vocab</li> <li>- <i>French Group Jeopardy</i> using only French vocab words learned through this lesson</li> </ul>
<p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>- Students will be able to properly pronounce the French food vocabulary terms that we will be learning throughout this unit</li> <li>- Students will know the English and French translation of most of the foods by the end of this lesson</li> <li>- Students will be able to ask a peer what they like to eat – <i>Qu'est-ce que tu aimes manger?</i></li> </ul>	<p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>- Orally review French vocab learned from the previous lesson to see what students remember</li> <li>- Go over this vocab on the whiteboard, translate each vocabulary word/term</li> <li>- Introduce how to ask what a friend likes to eat – <i>Qu'est-ce que tu aimes manger?</i></li> <li>- <i>High Five Conversations</i> using French question and French one-word answer</li> </ul>
<p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>- Students will be able to demonstrate their learning through a quiz on the vocab that we have learned through this unit</li> <li>- Students will be able to ask a peer what they like to eat with proper pronunciation – <i>Qu'est-ce que tu aimes manger?</i></li> <li>- Students will be able to answer this question – <i>J'aime...</i></li> </ul>	<p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>- <i>Matching Vocab Quiz</i></li> <li>- Introduce <i>Aimer</i> through a conjugation chart</li> <li>- Review how to ask what a peer likes to eat</li> <li>- <i>High Five Conversations</i> using question and answer with: <i>Qu'est-ce que tu aimes manger? J'aime...</i></li> </ul>
<p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>- Students will be able to demonstrate their learning through a quiz on the verb <i>Aimer</i></li> </ul>	<p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>- Review <i>Aimer</i> through a conjugation table and using the whiteboard</li> </ul>

- Students will demonstrate their learning from this unit through <i>French Group Jeopardy</i>	- <i>Aimer m/c Quiz</i> - <i>French Group Jeopardy</i> on vocab and Aimer conjugation/meaning
<b>Lesson 5</b>  - Students will be able to demonstrate their learning and understanding from this unit through creating a menu – using vocab learned from this unit	<b>Lesson 5</b>  - <i>Make-a-Menu!</i>
<b>Lesson 6</b>  - Students will be able to demonstrate their learning and understanding from this unit through creating a menu – using vocab learned from this unit	<b>Lesson 6</b>  - <i>Make-a-Menu!</i>

**Reflections:****Resources**

Super Teacher Worksheets. (2018). Worksheet Generators. Retrieved from <https://www.superteacherworksheets.com/full-generators-index.html>

Source: Understanding by Design, Unit Design Planning Template (Wiggins/McTighe 2005)