**STAGE ONE**

**What should students be able to do?**

At the end of this unit, ***students should be able to***:

* + Greet each other with traditional greetings
  + Understand class rules
  + Recognize the food pyramid in French
  + Recognize U.S. and African food groups
  + Classify targeted French vocabulary within different food groups
  + Classify targeted French vocabulary in the following categories: animal, plant or mineral
  + Explain the importance of a well-balanced diet
  + Create a circle graph based on their own personal food pyramid
  + Understand that the target cultures use different forms of currency and measurement from the U.S.
  + Read and explain in French the relationship between healthy lifestyles and good nutrition
  + Solve problems in French using graphs containing information related to health
  + Identify some of the cultural products, practices and perspectives associated with Cameroon celebrations
  + Recognize that people from various cultural background have celebrations unique to them
  + Recognize that certain values and beliefs may be shared and reinforced through a celebration
  + Derive meaning through the use of various clues (e.g., prefixes, suffixes, root words, cognates, intonation, word order)
  + Identify/state main ideas, characters, setting and plot of age-appropriate authentic materials
  + Create and describe illustrations related to the reading of an authentic text
  + Understand new words through the use of pictures
  + Create and describe illustrations of culturally authentic objects
  + Write biographical information gleaned from Internet sources
  + Ask and answer questions to clarify meaning
  + Research and identify authentic food items representative of the target culture
  + Communicate about Cameroon cuisine
  + Read, follow and explain Cameroon recipes
  + Write simple instructions for recipes in French
  + Graph results of food and activity logs and draw conclusions about the data

***Students will connect with other South Carolina content strands . . .***

**SC LA** Students use the reading process to apply a variety of comprehension strategies before, during and after reading (Students use strategies such as setting a purpose, predicting, cause/effect, comparing/contrasting, drawing conclusions, visualizing, and inferring to interpret and analyze text).

**SC LA:** Students use the reading process to demonstrate understanding of literary and informational texts.

**SC LA**: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. (Students apply writing skills to plan, draft, revise and publish writing for intended audiences; they use a variety of strategies to generate idea for written work such as developing a plan, grouping ideas and organizing information using a controlling idea and adequate details).

**SC LA**: Students write directions, explain problems and solutions or procedures.

**SC LA**: Students use listening and speaking skills for a variety of purposes (Students engage in small group discussion using strategies to contribute and create consensus; students speak on a focused topic with clear organization including main idea with supporting details and a recognizable conclusion; students read aloud their own and others’ texts fluently and expressively.

**SC HEALTH: St**udents demonstrate an understanding of developmentally appropriate relationships between nutrition and healthy lifestyles, health behaviors and health risks.

**SC MATH:** Students use number, number sense and number relationships in a problem-solving situation.

**SC MATH:** Students use algebraic methods to investigate, model and interpret patterns and functions involving numbers, shapes, data and graphs in a problem-solving situation.

**SC MATH:** Students explain their choice of estimation and problem solving strategies and justify results when performing number operations with fractions and decimals in problem-solving situations.

**SC SS**: Students demonstrate an understanding of different cultures and how these cultures have contributed and continue to contribute to the world in which they live.

**SC SS**: Students demonstrate an understanding of interrelationships among peoples, places and environments.

**What should students know . . .**

**About Vocabulary?**

* Peas—les petits pois
* Onions—les oignons
* Cucumbers-les concombres
* Lettuce—la salade/la laitue
* Carrots—les carottes
* Pumpkins-les citrouilles
* Banana-la banane
* Peach-la pêche
* Pineapple-l’ananas
* Pear-la poire
* Mango- la mangue
* Papaya-la papaye
* Cherries-les cerises
* Limes-les citrons verts
* Lemons-les citrons
* Avocado-un avocat
* Strawberries-les fraises
* Melon-le melon
* Eggs-les oeufs
* Chicken-le poulet
* Pork-le porc
* Beef-le boeuf
* Breakfast-le petit dejeuner
* Lunch-le dejeuner
* Dinner- le diner
* Supermarket-le supermarche
* Money-de l’argent
* A bunch/pile--beaucoup
* Pulse-le pouls
* Money-CFA franc
* Age l’age
* Health-la sante
* Respirations per minute- respirations par minute
* Height- la taille
* Celebrate—celebrer
* Ancestors-les ancêtres
* Practice-pratiquer
* Civilizations-les civilisations
* **Preferred--preferer**
* **Caramels/candy—les bonbons**
* **Photographs—les photos**
* **To remember—se souvenir**
* **Costumes-les costumes**
* **Masks-les masques**
* **Second-un seconde**
* **To Smile-sourire**
* **To add -ajouter**
* **To cut-couper**
* **To prepare-preparer**
* **To cook-faire la cuisine**
* **To mix--melanger**
* **A festival-la fete**
* **Food—la nourriture**
* **Drink-le boisson**
* **Sugar cane—la canne a sucre**
* **Sweets—le dessert**
* **Flowers—les fleurs**
* **Oranges-les oranges**
* **Culture-la culture**
* **Information-l’information**
* **Images/photos-les photos**
* **Computer-un ordinateur**
* **Travelers-les voyageurs**
* **Review-reviser**
* **To share--partager**
* **Classmates—les camarades**
* **Hungry—avoir faim**
* **Rock- le rocher**
* **Fire-le feu**
* **Village-une petite ville**
* **Nutritious-nourrissant**
* **Cravings-les besoins maladifs**
* **Seafood-les fruits de mer**
* **Meats—les viandes**
* **Soups-la soupe**
* **Recipes—les recettes**
* **Desserts—les desserts**
* **Poultry-le poulet**
* **Vegetables-les légumes**
* **Members of the family-les membres de la famille**
* **Internet research-la recherche sur l’internet**
* **Recipe for portions in the food pyramid-**
* **Poetry-la poesie**

**About Language Structures?**

* Bonjour/Bonne Journee
* Ca va?
* Tres bien, merci. Et toi?
* Bien.
* Regardez a la prof.
* Ecoutez a la prof.
* Suivrez les directions
* Parlez francais.
* Est-ce que \_\_\_\_\_ present?
* Oui, madame, il/elle est ici.
* Non, madame, \_\_\_ est absent.
* Tu aime…?
* Tu veux…?
* Qu’est ce qu’ils font?
* C’est magnifique
* C’est jolie!
* Elle est tres riche
* Qu’est ce que tu veux?
* Quoi? C’est combien?
* Combien?
* Ca, combien coute?
* Lequel est le plus cher?
* comment
* lequel, laquelle?
* Il y a …
* Dans quel

**About Cameroon Culture?**

* Traditional Cameroon greetings—greeting everyone in the room by their title and shaking hands
* Comparisons of the different food categories and groups in the food pyramids of the U.S. and Cameroon
* Metric measurement system
* Typical Cameroon foods
* Traditional beginning and ending of stories
* Cameroon monetary system (CFA Franc)
* Products, practices and perspectives associated with Cameroon celebrations such as dances and masks

**STAGE TWO**

**How will students demonstrate what they can do with what they know?**

When students learn in performance-oriented, standards-based ways, they must be assessed in a similar fashion for assessment to be fair and accurate. The four performance-based assessment tasks that follow can be used (or modeled/adapted from) as summative, end-of-unit assessments that allow students to demonstrate much of what they have learned to do in this unit. These tasks may not completely touch every progress indicator that was outlined in Stage 1, and if they do not, teachers may supplement these four with additional ones of their creation. Each task is noted as either falling into the Interpersonal, Interpretive or Presentational communicative mode, and rubrics which can be adapted for use to measure student performance of these tasks are included in the electronic unit folder.

**IPA #1 A Healthy Opening in Cameroon [Presentational-Writing]**

What a great time you are having in Cameroon, Africa! Your aunt and uncle got permission from your mom and dad to have you live with them in Cameroon for the first semester of the school year, and you are having a ball. Life is so different here from in South Carolina—humid climate, lakes, ocean. Anyway, your health-nut and gourmet chef uncle is opening a new restaurant soon and has asked you to help him design the ad that he will run in the local newspaper to promote his new restaurant. He has asked you to include in the ad the following things:

* The name of the restaurant (he is letting you pick the name!!)
* The address and phone number
* Hours of operation
* The kinds of healthy foods he will be serving (you know these from hearing him talk about them so much)
* And some sentences on the ad about why people would want to eat here.

Prepare your draft of the ad and present it to your uncle for his feedback.

**IPA #2 Now THAT’S a Holiday! [Interpersonal-Speaking]**

Walking home from the bus stop, you are chatting with your next door neighbor who is from Cameroon and is also a student in your school. Since your French is better than his English, the two of you usually converse in French because it makes communication easier. So, you want to just double-check that your teacher told you right—that celebrations with masks and tribal dances are not celebrated in all French-speaking countries. You ask him about it and he has no idea what you are talking about. To bring him out of the dark, tell you friend some things about this unique custom. Here are some things you might want to tell him:

* Why it is celebrated
* What holiday it is like in the U.S.
* What is celebrated
* How people celebrate
* And the most interesting thing to you about the celebration

Take a couple of minutes to get your thoughts together and then tell your friend about tribal dances and masks

**IPA #3 Just Making Sure . . . [Interpretive-Reading]**

Of course, while you are living in Cameroon, you are going to school there—and in a French language school no less! In your health class, the teacher has assigned a reading on the food pyramid. You decide you want to impress her with your knowledge—AND your ability to understand French. So, after reading the passage below, answer the questions to check your understanding.

Pirámide nutricional

La base de la pyramide alimentaire est la plus grande section de la pyramide. Elle représente les féculents et les céréales qui sont nécessaires pour un régime sain. Il nous faut une demi de nos calories des hydrates de carbone. Alors, il est important de consumer les portions suggéré pour ce group alimentaire. Les portions deviennent de plus en plus petites en arrivant au sommet de la pyramide. La quantité nécessaire de ces aliments est moins pour une vie saine. Le haut de la pyramide représente la section la plus petite, les matières grasses, dont nous avons besoins le moins dans notre régime. Il est important de savoir que les portions recommandé sont une approximation de ce qu’on a besoin pour un régime sain.

According to this passage . . .

1. What foods are found at the bottom of the pyramid?
2. What word does the passage use to refer to the top of the pyramid?
3. What three groups of foods are found at the top?
4. Should we eat more or less of those foods?
5. What two words refer to the amount we should eat?

**IPA #4 Masques, danses et nourriture [Interpersonal-Speaking]**

Your French teacher has really gotten you excited about the Cameroon holiday celebrations, and you think it would be neat to prepare a fête in your home. While your mom and dad are away for the weekend, your Cameroonian grandmother is staying with you and you need her help in making the Fête. While she knows a little about celebrations, she is clueless about the les masques et les danses. To bring her up to speed, give her the following information:

* Why have “fêtes”?
* Who are they usually for?
* For whom or why you would like to make the “fête”
* What things you need in order to make it

**STAGE THREE**

**What activities will students accomplish in order to show what they can do with what they know?**

Whereas Stage One sets out what students should be able to do and what they should know, and Stage Two gives examples of those things students can do to evidence their learning, Stage Three is designed to be the instructional component—those things that students and teachers need to do to make sure the assessments can be successfully accomplished. So, teachers will now turn to the daily lesson plans that have been provided and that will march learners toward the desired outcomes.

Each lesson plan that provided clearly details the following:

* The linguistic performance focus of the lesson
* Connections to other South Carolina content areas
* Language structures students will need to be familiar with
* Culture that will be included in the lesson
* All materials needed to teach the lesson, including handouts, overhead masters, PowerPoint presentations, Internet resources, etc.
* Step-by-step components of the lesson

Throughout this first year of use, teachers will be provided numerous input opportunities to point out areas of strengths and weaknesses in these lessons.