

# Understanding by Design Lesson Plan

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## French Foods

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Create a commercial to promote a French Restaurant for a client. The project is designed for students to create either a live video or animated commercial. The lesson plan is designed in the Understanding by Design (UbD) format and includes a rubric and basic scenario attached at the end. Also included are the Virginia State Standards of Learning, The International Society of Technology Educators (ISTE) Standards as well as the local Virginia Beach Public School Objectives.



FL.6-12.FL.FI.1.IR.4: Derive in French meaning from familiar information in new contexts using authentic and other materials (SOL FI.3).

FL.6-12.FL.FI.1.P: Communication: Presentational

FL.6-12.FL.FI.1.P.1: Retell in French familiar information in new contexts (SOL FI.5).

FL.6-12.FL.FI.1.P.2: Present in French unrehearsed information that pertains to familiar topics (SOL FI.5).

FL.6-12.FL.FI.2.IP: Cultures: Interpersonal

FL.6-12.FL.FI.2.IP.1: Use culturally appropriate verbal and nonverbal behaviors when exchanging information in French (SOL FI.6).

FL.6-12.FL.FI.4.IP: Comparisons: Interpersonal

FL.6-12.FL.FI.4.IP.1: Exchange in French familiar and new information to address others formally and informally according to francophone cultures (SOL FI.10).

FL.6-12.FL.FI.4.IP.2: Ask and answer questions in French that include cognates, gestures, and level-appropriate idiomatic expressions (SOL FI.11).

FL.6-12.FL.FI.4.IR: Comparisons: Interpretive

FL.6-12.FL.FI.4.IR.1: Identify in French false cognates, cognates, gestures, and level-appropriate idiomatic expressions that are used in francophone cultures (SOL FI.11).

FL.6-12.FL.FI.4.IR.2: Recognize in French differences and similarities between the sound and writing systems of French and English (SOL FI.11).

FL.6-12.FL.FI.4.IR.3: Recognize critical sound distinctions necessary in communicating meaning in French (SOL FI.11).

FL.6-12.FL.FI.4.P: Comparisons: Presentational

FL.6-12.FL.FI.4.P.0: Compare in French cognates, gestures, and idiomatic expressions of francophone cultures and their own culture. (SOL FI.10).

**Understandings:**

*Students will understand that...*

Study of other languages and cultures increases awareness of the diversity both within and beyond one's own culture.

Communication occurs in various ways unique to each individual culture.

Language and culture are interrelated.

Cultures influence how people behave and respond to others.

Cognates, borrowed words and prior experiences facilitate understanding and communication.

**Essential Questions:**

How does the study of French benefit me?

How do francophone cultures compare to my own?

How do changes in francophone cultures influence products, practices, and perspectives?

How does the study of French broaden my understanding of global issues?

How do I use cognates, borrowed words and prior experiences to help me communicate effectively?

*Students will know....*

The correct way to introduce someone.  
The correct way to get someone's attention.  
The names of various food and drink items in French

*Students will be able to....*

Walk into a restaurant or café and get the attention of someone and place an order for food and a beverage using studied food and beverage vocabulary.

## Stage 2 – Assessment Evidence

### **Performance Task:** *Summary in GRASPS form*

**Goal(s):** You and your team work for the New Mann Marketing Firm and you have been approached about creating a short commercial for a new French Restaurant called *A la Vôtre!* You will need to study the food and beverage selections available, write a script in French and produce your commercial.

**Role:** Students will act as marketing executives to create their commercial concept, the writers to create their commercial script, the video production crew and the actors.

**Audience:** This project will be viewed by students and teachers in the class. Copies will also be placed on the network for parents to view during back to school nights.

**Situation:** This activity/project will be a group project of no more than 3 students. Each student must contribute to the conversation within the script to demonstrate mastery of subject. Students will work in a collaborative group as marketing experts.

**Performance:** The students will create a short live commercial or computer animated commercial using the MovieStorm software package for a French speaking audience.

**Standards:** This project will be assessed formatively through instructor coaching when creating a script and recording their project. Summative assessment will be performed using the final video project to demonstrate mastery of the material.

**Key Criteria:** to reflect Performance Tasks: **Examples:** *Rubric, Checklist, etc.*

The criteria for grading the final video project will be through the use of a rubric covering presentation flow and use of correct vocabulary terms.

### **Other Evidence**

Students will be given a quiz at the half way through the unit covering food and beverage vocabulary.

## Stage 3 – Learning Plan

### Learning Activities

*Consider the WHERETO elements*

*These questions are/can be directed as...*

*What the teacher and/or the student do in regards to the WHERETO.*

**W** (Where are we going? What is expected?)

Students are expected to create a short video presentation demonstrating their mastery of food and beverage French vocabulary terms.

**H** (How will we hook (Introduce this to) the students?)

Students will be presented with the scenario that they are currently working for a marketing agency that is trying to land the account of a new French restaurant. They need to create a short video presentation that will be viewed by the owners of the restaurant. The best overall commercial will be run during the Super Bowl XLIV. The project will be pitched to students in a board room setting.

**E** (How will we equip students for expected performances?)

All student groups will be given a vocabulary list of terms to be utilized as well as a copy of the grading rubric to be used in this project. Students creating a live video commercial will be given access to a digital video camera and Adobe Premiere Elements 9 to edit their project. Students creating an animated video commercial will be given access to Moviestorm. Students wishing to record separate audio for this project will be given microphones and access to Audacity audio editing software.

**R** (How will you rethink or revise? What are likely or predictable student misunderstandings and/or performance weaknesses in this unit? What do the research and teacher experience say we can expect the greatest difficulties to be? What suggestions can you offer about how to troubleshoot these issues?)

The part of this project which will be the hardest for the students will be the use of the video editing package for live editing or using the Moviestorm software. The majority of the difficulty will be due to unfamiliarity with the way the product(s) work. Students will be given access to program manuals as well as the experiences of the instructor when using the software.

**E** (How will students self-evaluate and reflect on their learning?)

Student self-evaluation will be accomplished by giving students access to the grading rubric as the project is being created. Upon completion of the project, students will be given a chance to comment on the project and how it could be modified for future classes.

**T** (How will we tailor learning to varied needs, interests, and learning styles?)

This project will be tailored to the various needs, interests and learning styles by being presented with options on how to create their project. They will also have the chance to work on various portions of the project in a collaborative setting.

**O**

The sequence of learning will be accomplished through collaboration on the project, the creation of the script, the creation of the project. At each stage of the projects students will be given the chance to redo/rewrite their projects to make them better.

## Resources

*French1 Textbook*

*Food and Beverage Vocabulary Sheet*

*Project Rubric*

*Product manuals for camera's and software*

*Making :Movies with Moviestorm – A Guide for Schools*

*Moviestorm Printable Cheatsheet for MS 1.4*

*Video Camera*

*Adobe Premiere Elements 9 video editing software*

*Moviestorm Digital animation software*

*Audacity 3.1 audio creation/editing software*

*Digital Microphone and Headphones*

French 1, Unit 2  
Grading Rubric for Marketing Restaurant Project

	<b>Mastered - 4</b>	<b>Good - 3</b>	<b>Satisfactory - 2</b>	<b>Un Satisfactory - 1</b>
Syntax	Project Free of syntax errors	Project had few syntax errors	Project had some lapse of syntax which does not significantly hamper comprehension	Project had complete lack of syntactical control
Pronunciation	Project had near native pronunciation and intonation	Project had good effort to simulate native intonation and pronunciation	Project had pronunciation and intonation do not interfere with comprehension	Project had no attempt to simulate native sounds and intonation
<b>Customer</b>				
Conversation	Initiated conversation with no grammatical errors.	Initiated the conversation with minor grammatical errors.	Initiated the conversation with 3 or more grammatical errors.	Initiated the conversation with several major grammatical errors.
Foods	Ordered 3 or more foods in French with no errors	Ordered 3 or more foods in French with minor	Ordered 2 or more foods in French with minor errors	Ordered 1 or more foods in French with several errors
Beverages	Ordered 2 or more beverages in French with no errors.	Ordered 2 or more beverages in French with minor errors.	Ordered 1 beverage in French with minor errors.	Ordered 1 beverage in French with major errors.
Conversation conclusion	Asked for check with no errors, restating the total amount	Asked for check with minor errors restating the total amount	Asked for check with minor errors and did not restate the total amount	Asked for the check with major errors and did not restate the total amount.
<b>Waiter</b>				
Conversation	Initiated the conversation with no grammatical errors	Initiated the conversation with minor grammatical errors	Initiated the conversation with 3 or more grammatical errors	Initiated the conversation with several major grammatical errors.
Foods	Repeated order of 3 or more foods in French with no errors	Repeated order of 3 or more foods in French with minor errors	Repeated order of 2 or more foods in French with minor errors	Repeated order of 1 or more food in French with major errors
Beverages	Repeated order of 2 or more beverages in French with no errors.	Repeated order of 2 or more beverages in French with minor errors.	Repeated order of 1 beverage in French with minor errors	Repeated order of 1 beverage in French with major errors.
Conversation conclusion	Presented check for payment and stated the total amount with no errors.	Presented the check for payment and stated the total amount with minor errors.	Presented the check for payment and did not state the total amount with minor errors.	Presented the check for payment and did not state the total amount with major errors.

## Project Scenario

You have just been called into the board room of The New Mann Agency, a marketing firm which is beginning to struggle due to the recent turn in the economy; you are one of several marketing teams called to the meeting. During the meeting you are introduced to Monsieur Domont who is opening a new French restaurant in town called A la Vôtre!. He is hoping to cater to the French speaking population of the city by offering a truly French dining experience.

Once Monsieur Domont leaves the room, Mr. Mann, the owner of the marketing firm, tasks each marketing team to create a short commercial to be used for advertising the new restaurant. Each commercial will be presented to Monsieur Domont and he will choose the one he feels best captures the ambiance of his restaurant. The winning commercial will be aired during Super Bowl XLIV and the company will receive a multi-million dollar account thus avoiding several pending layoffs.

You will have two weeks to create your commercial before Monsieur Domont returns and will judge the commercials to choose the one to represent his restaurant. As an extra incentive, each member of the design team of the winning commercial will receive a \$40,000 bonus.