

Overview

Overview | Comparing menus in French and English



Comparing menus in French and English

by Julie Togbe and Michelle Logan

Students will read 2 menus, one from France and one from the United States in order to compare healthy eating options in both countries. This module is designed to fit in Level 1 French within either a school culture unit or a food unit.

Grades: 7 8 9

Discipline: World Languages

Teaching Task: Task Template 4 (Argumentation and Comparison)

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Section 1: What Task?

TEACHING TASK

Task Template 4 — [1 Level]

Argumentation & Comparison

L1: Is it easier to maintain healthy lifestyle eating choices in schools in the United States or abroad? After reading one school menu from France and one school menu from the United States write a paragraph that compares healthy eating choices in school lunches and argues that it is easier to eat healthy during school lunches either here or abroad . Be sure to support your position with evidence from the texts.

STUDENT BACKGROUND

School menus in France are different that school menus here in the United States. A lot of food vocabulary is the same or similar in French and English. These words are called cognates and are very helpful in finding meaning while reading menus. Which school offering provide healthier choices for students?

EXTENSION

Rubric

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
Reading/Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
	Attempts to		Demonstrates an uneven command of		Demonstrates a command of standard English conventions and		Demonstrates and maintains a well-developed command of standard English conventions and

<p>Conventions</p>	<p>demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.</p>	<p>standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.</p>	<p>cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.</p>	<p>cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.</p>
<p>Content Understanding</p>	<p>Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.</p>	<p>Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.</p>	<p>Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.</p>	<p>Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.</p>

STANDARDS

Common Core Anchor Standards — Reading

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.CCR.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Anchor Standards — Writing

W.CCR.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.CCR.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.CCR.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.CCR.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.CCR.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Custom Standards

Section 2: What Skills?

Selected Skills

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

COMPLETION: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

MiniTasks

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

LIST

5 mins

Make a list after reading the writing prompt with your initial prediction about where there will be more healthy options

Scoring Guide (Work Meets Expectations If):

None

Instructional Strategies:

- Introduce the prompt
- Have students make a quick list
- Have students decide what they think about the answer

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

LIST

5 mins

In your own words, what are the important features of a good response to this prompt?

Scoring Guide (Work Meets Expectations If):

None

Instructional Strategies:

- Show the rubric and walk through the requirements.
- Share examples of type of outline students will produce (either from past students or from professional writers).

Reading Process

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

NOTES

15 - 20 mins

What is the author trying to accomplish? Which parts of the text show you that?

Scoring Guide (Work Meets Expectations If):

- Students are able to make meaning of the menus and have marked up their French and English menus
-

Instructional Strategies:

- Start with the English menu
 - As a class, discuss format and meaning behind the text.
 - Go over words that students may not know
 - Give the French menu and have students skim for cognates with a highlighter
 - Put students in pairs and have students discuss format and decode words
 - Make connections between food offerings and food pyramid information that they gained in P.E. classes
-

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

LIST

5 - 10 mins

In the menus, highlight words that are cognates and underline unknown words

Scoring Guide (Work Meets Expectations If):

- Articles are highlighted and underlined
-

Instructional Strategies:

- Discuss that it's okay if students don't know every word in the French menu
 - Have students share out cognates with the class and create a list on the board
 - Talk about unknown vocabulary and using context clues to help make meaning if it's needed
-

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

NOTES

5 - 10 mins

From each menu, make two lists: one list of healthy food choices and one list of unhealthy food options.

Scoring Guide (Work Meets Expectations If):

- There are four categories in their notes with food choices in each category
-

Instructional Strategies:

- Make sure to discuss the idea of healthy vs. unhealthy food choices so students have a clear framework.
 - Have students start creating notes of foods that fit either unhealthy or healthy from the menus.
-

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

LIST

5 mins

Have a discussion about the offerings from each menu as a class and whether they are healthy or not

Scoring Guide (Work Meets Expectations If):

None

Instructional Strategies:

- Start in groups to discuss their thinking
 - Come together as a class to brainstorm ideas
-

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

LIST

5 mins

Write a topic sentence stating your claim about the issue

Scoring Guide (Work Meets Expectations If):

None

Instructional Strategies:

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

OUTLINE**15 mins**

Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.

Scoring Guide (Work Meets Expectations If):

- Creates an outline or organizer.
- Supports controlling idea. Uses evidence from texts read earlier including specific menu offerings.

Instructional Strategies:

- Provide and teach one or more examples of outlines or organizers.
- Invite students to generate questions in pairs about how the format works, and then take and answer questions.
- Allow students to work in pairs if necessary to create the outline but each student will turn in a final copy

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

SHORT CONSTRUCTED RESPONSE**30 minutes**

Write a paragraph that includes a controlling idea and sequences the key points

Scoring Guide (Work Meets Expectations If):

- Writes a concise summary statement or draft.
- Provides direct answer to main prompt requirements.
- Establishes a controlling idea.
- Identifies key points that support development of argument.

Instructional Strategies:

- Encourage students to re-read prompt partway through writing, to check that they are on track.
- Offer several examples of paragraphs.
- Ask class to discuss what makes them strong or weak.

COMPLETION: Ability to submit final piece that meets expectations.

OUTLINE**5 mins**

Turn in your complete set of drafts, which should include your paragraph

Scoring Guide (Work Meets Expectations If):

- Fits the “Meets Expectations” category in the rubric for the teaching task.
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Instructional Strategies:

- Have students share their paragraph with a partner before turning it in
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Resources

Uploaded Files

 [Copy of January Secondary Lunch.pdf](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/35758/1275956496_Jan_14_2014_124907449.pdf)

This is an example of a United States lunch menu taken from the Thompson School District for the month of January of 2014.

 [menu de cantine du mois de juin de l'ecole langevin wallon.jpg](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/35758/1843191624_Jan_14_2014_125208790.jpg)

This is an example of a French lunch menu taken from L'ecole Langevin Wallon for the month of June.

Keywords

*Links**

* These Lexile measures were computed automatically and did not undergo human review. They are not certified measures and should not be published or recorded in any way.

Other Resources

Section 4: What Results?

Classroom Assessment Rubric	
Not Yet	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Demonstrates weak use of reading material to develop argument.
Controlling Idea	Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments.
Development	Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant.
Organization	Provides an ineffective structure; composition does not address requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.
Meets Expectations	
Focus	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/Research	Demonstrates generally effective use of reading material to develop an argument.
Controlling Idea	Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim.
Development	Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument.
Organization	Applies an appropriate text structure to address specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

Classroom Assessment Task
No Classroom Assessment Task for this module

Exemplar Work
<i>Uploaded Files</i>

Comments

Author Notes

Other Comments