

Unit 06: En forme et santé

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 6

Unit Title:	En forme et santé
Suggested Duration:	4 weeks

Interdisciplinary Connections

Interdisciplinary Connections
Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
Math Practices: https://www.nj.gov/education/standards/math/Index.shtml
Science Practices: https://www.nj.gov/education/standards/science/Index.shtml
Find and paste appropriate <u>Companion Standards or Practices</u> here.

Health: illnesses

Music: Head shoulders, knees and toes

Technology Integration

Technology Integration
Northern supports the integration of the SAMR Model : a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

Teacher created Google slides

Active Boards

Quizlet

Google classroom family/student connection

Episodes of Peppa Pig, le Petit Nicolas in French

Internet websites:

1. Sur Lepointdufle <https://www.lepointdufle.net/>
2. Studiodefrenches.com: http://www.studiodefrenches.com/?page_id=9
3. Podcastfrançaisfacile <https://www.podcastfrancaisfacile.com/>
4. Tolearnfrench.com <https://www.tolearnfrench.com/lessons/dialogues.php>
5. Laits.utexas <http://www.laits.utexas.edu/fi/html/toc/00.html>
6. Francebienvenue explications sur la langue avec des dialogues <https://francebienvenue1.wordpress.com/le-francais/>
7. Françaisfacile.com https://www.francaisfacile.com/cgi2/myexam/liaison.php?liaison=_dialogue
8. <https://www.francaisavec pierre.com/> Français avec Pierre
9. Frank Sprog <https://www.franksprog.dk/>
10. Gabfle <http://gabfle.blogspot.com/>
11. Audio Lingua (tous les thèmes short recordings <https://www.audio-lingua.eu/spip.php?page=themes>
12. Lingua.com (textes for beginners) <https://lingua.com/french/reading/>
13. Schoolshape <https://french-resources.org/>
14. Apprendre le français avec TV5 <http://apprendre.tv5monde.com/>
15. Tous les thèmes possibles avec plein d'exercices le baobab bleu <https://lebaobabbleu.com/>
16. <https://www.youtube.com/c/LearnFrenchWithFrencheezi> Learn French with frencheezi
17. <https://www.commeunefrancaise.com/welcome?youtube> Comme une française
18. Vocabulaire French and English subtitles <https://www.youtube.com/watch?v=200ju9pB-PU&t=6s>
19. Dialogue French and English with subtitles 123dialogues.com <https://www.youtube.com/watch?v=MSz1NR3C6nY&t=22s>
20. <http://fleuh.fr/> (comprehension écrite orale grammaire et vocab tous les niveaux)
21. https://www.youtube.com/watch?v=qTB_-J6DmlM Journal en français facile
22. C'est à toi internet resources <http://irc.emcp.com/ircfiles/French2e/>
23. Dictionary/sound and image : listening and speaking <http://www.languageguide.org/french/vocabulary/>
24. <https://www.youtube.com/watch?v=3bvD1bMaBsA> Le Monde des Titounis
25. Lingolia : vocabulary of various units with pictures and grammar with exercises <https://francais.lingolia.com/fr/grammaire/les-temps/limparfait/exercices>

26. <https://fr.islcollective.com/> (printables)
27. <https://innerfrench.com/videos/>
28. <https://www.lasouris-web.org/primaire/francais-lecture.html> Livres (lectures) gratuits et activités/jeux interactifs.
29. Idées week-end avec la quotidienne (youtube)
https://www.youtube.com/results?search_query=idees+week+end
30. many dossier /topics that has combined various websites from different websites
<https://ticsenfle.blogspot.com/>
31. https://www.youtube.com/channel/UC26fqIs836AbDW3E5_c9UIg Ccube academy (Conversational French beginner and intermediate)
32. <https://coffeebreaklanguages.com/coffeebreakfrench/> Coffee Break French
33. <https://savoirs.rfi.fr/fr/apprendre-enseigner> Apprendre et enseigner le français avec rfi
34. <https://www.youtube.com/hashtag/frenchpod101>
35. <https://www.youtube.com/watch?v=hZyc5sL9zxQ> Apprendre le français avec Vincent

Standard(s) Addressed

Standard 7 World language

7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Standard 7 Climate Change Education (world language)

7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Standard 9 Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage

WL.IL.7.1.IL.IPERS	Interpersonal Mode of Communication
WL.IL.7.1.IL.IPRET	Interpretive Mode of Communication
WL.IL.7.1.IL.PRSNT	Presentational Mode of Communication
WL.IL.7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
WL.NH.7.1.NH.IPERS	Interpersonal Mode of Communication
WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET	Interpretive Mode of Communication
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

STAGE I Desired Results

STAGE I Desired Results
<i>Objective (Transfer)</i>
<i>Students will be able to independently use their learning to...</i>
<ul style="list-style-type: none">• Describe ailment and injuries.

- Describe accidents and be able to call for help in a French speaking country.
- Make an appointment.
- Give advice on how to stay healthy.

Mastery

Enduring Understanding

Students will understand that...

- An ability to communicate in another language fosters a better understanding of my own language and culture.
- Learning other languages enables an individual to participate in multilingual communities.
- The purpose of language study is to communicate so I can understand others and they can understand me
- Custom and tradition vary within a culture, as well as between cultures
- Global citizenship requires an ability to communicate in more than one language

Essential Questions

- What are different ways to stay healthy?
- How do you express discomfort or an ailment in a francophone country?
- How are health benefits different in France than in the U.S.?

Acquisition

Students will know . . .

- Learn key vocabulary related to the body parts such as: *la tête, le nez, la bouche, les yeux, les oreilles, le cou, l'épaule, le dos, le coude, la main, les doigts, la poitrine, le ventre, l'estomac, la jambe, le genou, le pied, le mollet, la cheville, le coeur, avoir mal au coeur.*

Students will be skilled at . . .

- Compare and contrast similarities and differences between their culture and the target language in the following topic: health.
- At a fitness center, health facility or the nurse's office:
 - Talk and ask questions about their

- Introduce Idioms with verb avoir : *j'ai mal à la tête, j'ai mal au dos...*

- *Key vocabulary pertaining to illnesses and symptoms, such as: la grippe, un rhume, les frissons, avoir de la fièvre etc...*

- *Key vocabulary pertaining to medications, such as: des pastilles de toux, des comprimés, le sirop etc..*

- Review cultural notes:

- Like Americans, French are increasingly conscious of physical fitness.

- All taxpayers contribute to the social security system (la sécurité sociale or la sécu) which covers most of the cost of visits to doctors, dentists and prescriptions.

- Snacking on a piece of fruit replaces an artificially sweetened or salty snack.

- Exercising in clubs or at home is a daily essential. Common family vacation activities offer other forms of exercise, such as *alpinisme, planche à voile, ski*.

- Many French adults visit health spas: the city of Digne-les-Bains in the department of Alpes-de Haute-Provence is famous for treating rheumatism and respiratory

feelings and what hurts.

- Be able to say what hurts when traveling in a francophone country or call for help when in danger.
- Compose a parallelism between good eating and a healthy body.

- Write a short paragraph or/and role play a skit at the nurse's office or at the fitness center.

- Read short passages on this topic and explain or answer questions of comprehension.

- Listen to a short story and complete a worksheet of comprehension.

- Conjugate in the present indicative the reflexive verbs related to body injuries.

- Ask and give information in the formal and informal speech.

- Watch several videos in Youtube related to topic.

illnesses.

- Strict laws have been passed limiting tobacco advertising and forbidding smoking in indoor places.

- French sometimes use alternative medical treatments to complement traditional medicine: *l'homéopathie*.

- A pharmacy has a bright green cross on the front of the building. When the cross is lit, the pharmacy is open.

- Dial 15 for emergencies.

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
Week 1	Assessment #1
	https://docs.google.com/document/d/1pbAEFMxBCcFg0AOHwqlYrpTrUNlz4exFkT524aOW0qM/edit
Week 2	
https://bonjourdefrance.com/lessons/1/parlerFrancais/209 Listening	
https://www.youtube.com/watch?v=CQrWh6yoJus Listening	

[Consultation chez le médecin: dialogue](#)

<https://learningapps.org/watch?v=pgvkanixn21> Listening

<https://anyfrench.com/visite-chez-le-docteur/> Listening

<https://www.youtube.com/watch?v=niAITUG4R-A> (meditation activity)

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment). All courses follow a [balanced assessment system](#) with Practice and Assessments.

- Provide multiple choice answers or Word banks
- Repeat or rephrase instructions if needed
- Breaking up matching sections
- Allow extra time on assessments
- Special seating (away from distractions)
- Reduce the number of problems on a page
- Allow for presentational assessments to be given alone with teacher (not in front of class)
- Allow for spelling errors

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Week 1 and 2: Body parts and expressing ailments.

- introduce new vocabulary on body parts: flashcards, games, worksheets, videos.
- Review idioms with “avoir mal” and injuries

- Alouette song and Head shoulders, knees and Toes in French
- Drawing and labeling a monster activity to practice body parts
- Read short texts from Scholastic magazine.
- Understanding the sounds in French when something hurts
- Conjugating the verb devoir
- Introducing imperative form of what one should do when one is not feeling well
- Il faut-students recommend what someone should do in order to stay fit or healthy

Week 3 and 4 : Making appointments,a doctor visit, cultural info

- Idiomatic phrases
- Making an appointment with the doctor
- Understanding an office visit at the Doctors
- Listening activities with making an appointment using key phrases
- Cultural reading with comprehension questions
- Take notes, review vocabulary on board, complete worksheets.
- Listening and reading comprehension exercises.
- Read various texts from authentic materials.
- Mediation activity
- Cultural information on the view of health in France
- Writing your own script and role-playing an office visit at the Doctors

<https://docs.google.com/document/d/1DOGkpFoXXUEgOhF0cPb2omZ2zQ3vuQyBeGYkw2UJPvs/edit?usp=sharing>

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

- Repeat and rephrase directions
- Verbal cues as reminders to stay on task
- Reduce volume of the assignment
- Keep questions in the order for any reading comprehension activity
- Break material into small parts
- Allow students to work with responsible partner

- For crosswords, provide word banks
- Use a highlighter or marker to identify key words, phrases, or sentences

Specific Resources for Unit

Specific Resources for Unit
Attached Affirmative Action Compliance Checklist

Videos and worksheets.

Newspapers and periodicals.

Maps.

Photos.

French magazines such as Scholastic and Paris match.

Notes.

Internet (games and activities).

French/ English dictionaries.

Teacher created Google slide

C'est à toi by EMC Paradigm

Chemins

Diversity, Equity, & Inclusion

<u>Diversity, Equity & Inclusion</u>
NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for

themselves and others by providing the tools for ongoing inclusive and equitable communication.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

Use of technology throughout lessons on a daily basis

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	

Understand simple weather expressions on a daily basis.