



French 3 - Unit 1 - Health and Wellness

Unit Focus

In this first unit of French 3 students will consider various aspects of health and wellness in the United States and abroad. They will learn about healthcare practices in other countries and compare them with our own. Unit activities will include acting out visits to the doctor or therapist, meditation in French, and investigation of healthy eating. Ultimately, students will work in teams to create a wellness video that is shared with the class.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
ACTFL World Readiness Standards for Learning Languages • Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1) • Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2) • Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (C.1.3) • Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (C.2.1) • Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (C.2.2) • Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures (C.3.2) • Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (C.4.2)	<i>Students will be able to independently use their learning to...</i> T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful. T2 Initiate communication on and respond effectively to a given topic based on interactions/exchanges. T3 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) U2 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal) U3 Effective readers, listeners, and viewers access texts in order to build knowledge in cultural context.	<i>Students will keep considering...</i> Q1 What am I trying to say and how do I say it? Q2 What does the source or text say? What does it mean? Q3 How do I use my target language to work with others to achieve a common goal?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Present tense -regular and irregular verbs K2 Futur proche (aller + infinitive = going to ____) K3 Various cultural elements relating to health and wellness in francophone countries	<i>Students will be skilled at...</i> S1 Reading and interpreting texts at the intermediate level. S2 Using the present tense to communicate about health and wellness at home and abroad

Stage 1: Desired Results - Key Understandings

Madison Public Schools Profile of a Graduate

- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

K4 Direct object pronouns (le, la, les, l') and indirect object pronouns (lui et leur)

K5 Adjective use and agreement (BAGS)

K6 Vocabulary relating to health/wellness and the body, including idiomatic expressions

K7 se plaisir et manquer

S3 Expressing present and near future actions in context.

S4 Communicating with direct object pronouns at a beginning level.

S5 Communicating about how to manage health/wellness including how we feel when we are well v. unwell