

Course: *French 2*

Unit 2: How do we live a healthy lifestyle? (Comment vivre sain?)

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Curriculum Team Members:

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

Interpretive(A):

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change

Interpersonal (B):

- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
 - 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. •
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change

Presentational (C):

- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

21st Century Life & Career Standards

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
- 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Interdisciplinary Content Standards

2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).

2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.

2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

NJ Statutes: (Please cut/paste the following NJ statutes. This way a new teacher (or veteran) reading each curriculum unit understands the State law/mandate to include such information in their lesson design and instruction aligned to the curriculum.)

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see ***NJ Amistad Curriculum***: <http://www.njamistadcurriculum.net/>

Transfer Goal: Students will be able to independently use their learning to express, ask about, and react to preferences, opinions, or feelings about daily activities in order to create cultural appreciation and establish worldwide connections.

As aligned with LRHSD Long-Term Learning Goal(s): Students will be able to independently use their learning to:

- communicate effectively in more than one language in a variety of situations and for multiple purposes
- demonstrate cultural awareness based on understanding of and respect for other cultures, past and present
- make connections with other disciplines by applying learning from language class to relevant situations in other classes
- use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

Enduring Understandings

Students will understand that. . .

EU 1

- the fundamentals for a healthy lifestyle are consistent across cultures.

EU 2

- communicating health concerns and offering sympathy and advice are essential functions of good community

Essential Questions

EU 1

- How do people where I live and in Francophone cultures maintain their physical health?
- How does culture influence daily activities and routines?
- What are the benefits of following a healthy, balanced diet?
- How do I know what my nutritional needs are and how can I meet them?
- Which activities do I do in my life that are not beneficial to my well-being?

EU 2

- How do people address concerns with their health?

<p>members.</p> <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● mental health is an important part of an individual's well-being and can be supported by healthy daily routines. 	<ul style="list-style-type: none"> ● How might one show concern for an individual with health concerns? ● How does our culture inform our expressions of sympathy? ● How does culture influence decisions made pertaining to physical health? <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● How does culture influence daily routines/personal hygiene? ● How is daily routine impacted by household members? ● How is daily routine impacted by cultural or family norms? ● In what ways can a daily routine impact mental well-being?
<p><u><i>Knowledge</i></u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● vocabulary and structures necessary to describe successful choices. (vouloir, pouvoir, devoir, choisir) (A1; A2; A7; B2; B3; C2; C5) ● forms of dormir, partir, & sortir.(A1; A2; A7; B2; B3; C2; C5) ● infinitif + de to express suggestions for a healthy routine. (A1; A2; A7; B2; B3; C2; C5) ● expressions with faire to suggest healthy habits. (A1; A2; A7; B2; B3; C2; C5) ● vocabulary and structures to describe foods and meals. (A1; B2; C1) (A1; A2; A7; B2; B3; C2; C5) 	<p><u><i>Skills</i></u> <i>Students will be able to. . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● describe healthy social and emotional habits. (A1; A2; A7; B2; B3; C2; C5) ● suggest habits for maintaining social and emotional health. (A1; A2; A7; B2; B3; C2; C5) ● ask and answer questions pertaining to healthy habits. (A1; A2; A7; B2; B3; C2; C5) ● interpret infographics and statistics related to public health. (A1; A2; A7; B2; B3; C2; C5) ● compare perspectives in one's community related to healthy habits. (A1; A2; A7; B2; B3; C2; C5)

- vocabulary and structures necessary to express avoidance and healthy decision-making. (A1; A2; A7; B2; B3; C2; C5)
- vocabulary and structures needed to make suggestions on how to maintain a healthy lifestyle. (A1; A2; A7; B2; B4; C1; C3)
- -ir & -re verbs necessary for discussing healthy choices. (A1; A2; A7; B2; B3; C2; C5)

EU 2

- proper formation and usage of the imperative to give commands. (A1; A2; A7; B2; B3; C2; C5)
- expressions with avoir & être to express health problems. (A1; A2; A7; B2; B3; C2; C5)
- expressions of sympathy. (A1; A2; A7; B2; B3; C2; C5)

EU 3

- vocabulary and structures necessary to describe mental health. (A1;A7;B1;C3)
- sequencing expressions (A1; A2; A7; B2; B3; C2; C5)
- expressing times of day in daily routines. (A1; A2; A7; B2; B3; C2; C5)
- pronominal verbs to express routines (A1; A2; A7; B2; B3; C2; C5)

- role play simple exchanges utilizing expressions of healthy decision-making. (B1; B2; B3; B4)
- develop a plan for healthy living. (C1; C2; C3; C4)
- describe and discuss different foods and meals.(A1; B2; C1)
- categorize food vocabulary into various food groups. (A1; A2; B2; B4; C1)

EU 2

- interpret conversations about health problems and provide advice. (A1; A2; A7; B2; B3; C2; C5)
- exchange information about what they do when they are sick. (A1; A2; A7; B2; B3; C2; C5)
- ask people about and express their own symptoms. (A1; A2; A7; B2; B3; C2; C5)
- express sympathy. (A1; A2; A7; B2; B3; C2; C5)
- give advice about how to feel better. (A1; A2; A7; B2; B3; C2; C5)

EU 3

- outline positive and negative health habits, daily routines, and activities. (A1; A2; A7; B2; B3; C2; C5)
- compare the habits, daily routines, and activities of students of the target culture with those of your own. (A1; A4; A5; B1; B2; C1; C3)
- provide suggestions and advice on how to live a healthy lifestyle. (A1; A2; A7; B2; B4; C1; C3)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Provide Comprehensible Input in order to teach new concepts **(A EU1, EU2, EU3)**
 - Write & discuss - teacher invites answers from students to develop a class writing
 - Personalized questions & answers (PQA) - teacher asks students personal questions and models more elaborate answers that students can agree or disagree with
 - Weekend talk - students talk about their upcoming or past weekends using scaffolds
 - Card talk - teacher holds up cards depicting various scenarios and facilitates student reactions and discussions
 - Picture talk- lead scene by scene telling of a story by using picture prompts available in index/share drive
 - Selfie talk - teacher shows a selfie and students react and discuss
 - Calendar talk - teacher provides input about upcoming or recent past events and students discuss or make comparisons
 - Item talk - teacher provides input about a cultural product and students discuss or make comparisons
 - Simple surveys (dipsticking) - teacher facilitates student exchange about opinions - examples: this or that, clap/stomp, yes/no, thumbs up/thumbs down
 - One-word image- teacher shows image and asks class or individual students questions related to topic, images available in index/share drive
 - TPRS- Total Physical Response Storytelling using stories available in index/share drive
 - Storyasking/Storyguessing - teacher introduces parts of a story and facilitates student reactions or predictions
 - Videotalk/Movietalk- teacher-led movie retelling using unit specific vocabulary and themes, resources available in index/shared drive
- Play games (Fly swatter, Kahoot, Quizlet, Gimkit, Blooket, etc.) **(A EU1, EU2, EU3)**
- Listen to various descriptions of daily activities and sequence them in chronological order **(A, M EU1)**
- **Watch videos of daily routines and identify ways to make them healthier (A, M EU1, EU2)**
- **Create a Venn diagram comparing and contrasting daily routines (M EU3)**

- Keep a listening log each week documenting new vocabulary words and cultural insights gained from listening to authentic resources (A,M EU1, EU2, EU3)
- Listen to Francophones talk about their health and habits (A, M EU1, EU2)
- Use authentic instructional online resources, e.g. EdPuzzle, Flipgrid, Entre Cultures (M EU1, EU2, EU3)
- Complete a self-assessment checklist to assess goals from the year, collect learning evidence and showcase progress (M EU3)
- Express feelings about personal preferences related to daily routines and activities that support mental well-being (A, M, T, EU1, EU3)
- Compare daily routines of teens in various French-speaking countries (M, EU3)
- Engage in exchanges comparing cultural practices, products and perspectives (M,T, EU1, EU2, EU3)
- Listen to authentic audio in the target language (M,T EU1, EU3)
- Complete interpretive assessments (identify cognates) (M,T EU1, EU2, EU3)
- Complete interpersonal activities diagnosing pain or health symptoms (M,T EU1, EU2, EU3)
- Survey classmates to inquire about the sequence of their daily routines (M,T EU1, EU2, EU3)
- Promote healthy lifestyles and routines (M,T EU1, EU2)
- Interview classmates about habits and lifestyle (T EU1, EU2, EU3)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	How do we maintain school/life balance? (Une vie équilibrée, c'est quoi?)	MP1, ~45
2	How do we live a healthy lifestyle? (Comment vivre sain?)	MP2, ~45
3	How do we celebrate? (On fait la fête?)	MP3, ~45
4	Where have we been? (On est allé.e où?)	MP4, ~45

Instructional Materials

Primary Resource:

- *Entre Cultures*: Teacher access to digital program

Supplementary Resources/Ancillaries: these are textbooks and their ancillaries (TPRS compilations, audio programs, assessment programs, picture prompts, communication activities, listening activities, and workbooks) that LRHSD previously acquired and are still in use as aligned with the new curriculum per individual teacher discretion and student need.

- *Deux Mondes*
- *Bien Dit!*
- *Quant à Moi*
- *Allez, Viens*
- *T'es Branché*

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.