

Language and Level / Grade	French – Novice Mid → Novice High		Approximate Length of Unit	6 weeks
			Approximate Number of Minutes Weekly	250 minutes / week
Theme/Topic	Well-being: A Balanced Lifestyle			
Essential Question	How do people here and in (the French-speaking world) describe a balanced lifestyle?			
Goals <i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to: <ul style="list-style-type: none"> • Explore health and wellness websites to identify elements of a balanced lifestyle here and in (country). • Compare lifestyles of teenagers to teenagers in (country) in terms of balance. • Make recommendations for ways to create or maintain a balanced lifestyle. • Create a presentation for (the community) highlighting ways to encourage a balanced lifestyle. 			
Summative Performance Assessment <ul style="list-style-type: none"> • <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> • <i>They are integrated throughout the unit.</i> • <i>The template encourages multiple interpretive tasks.</i> • <i>The interpretive tasks inform the content of the presentational and interpersonal tasks.</i> • <i>The tasks should incorporate 21st Century Skills.</i> 	Interpretive Mode			
	Learners will read a blog written by a teenager where he discusses his activities. They will demonstrate comprehension by answering questions about main ideas and will complete a graphic organizer based on information found in the text.	Learners will watch a commercial for a product that promises to make life easier or less stressful and will demonstrate comprehension by analyzing the effectiveness of the message and product.	Learners will read a schedule of a top athlete to determine how he spends the hours in his day deciding what elements are part of a balanced lifestyle and what is missing.	
	Presentational Mode		Interpersonal Mode	
Learners will create a presentation based on multiple sources of information highlighting ways to promote a balanced lifestyle for teenagers. The presentation will be shared with another French class.		In pairs or small groups, learners share what they have learned about their lifestyle and the lifestyle of teenagers in (France) in terms of a balanced lifestyle. They compare their daily routines and schedules and make and respond to suggestions to adjust their lifestyle.		

<p>Cultures (Sample Evidence)</p> <p><i>Indicate the relationship between the product, practice, and perspective.</i></p>	<p>Product: Café Practice: Stopping with friends for coffee Perspective: It's not the coffee, it's the conversation.</p> <p>Product: School year calendar Practice: Regular breaks, holidays Perspective: Balance</p>	
<p>Connections (Sample Evidence)</p>	<p>Making Connections</p>	<p>Acquiring Information and Diverse Perspectives</p>
<p>Comparisons (Sample Evidence)</p>	<p>Language Comparisons</p> <p>la joie de vivre (<i>joy of living</i>) métro, boulot, dodo (<i>subway, work, sleep</i>) Ne t'en fais pas! (<i>Don't worry!</i>) la détente (<i>relaxation</i>) Making polite recommendations</p>	<p>Cultural Comparisons</p> <p>Work time/leisure time Mealtime with/without family Weekend activities Walking/driving Teenagers working during school year/summer Life expectancies</p>
<p>Communities (Sample Evidence)</p>	<p>School and Global Communities</p> <p>Share information on wellness with community.</p>	<p>Lifelong Learning</p> <p>Examine personal lifestyle and make adjustments as needed.</p>
<p>Connections to Common Core</p>	<p>Reading: 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. Writing: 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	

	Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
Toolbox			
Language Functions	Related Structures / Patterns	Vocabulary Expansion	
		Tier 1	
Compare <i>lifestyle routines</i>	plus que, moins que, aussi que (<i>more than, less than, as...as</i>)	sports, activities expressions/adverbs of frequency	
Describe <i>your daily schedule</i>	(le) lundi... (<i>on Mondays</i>)	Tier 2	
Ask and answer questions <i>about daily routines</i>	interrogative pronouns and adjectives	Une bonne hygiène de vie (<i>a healthy lifestyle</i>)	
Express frequency <i>saying when and how often you do certain things</i>	adverbs	Un régime équilibré (<i>a balanced diet</i>)	
Express needs <i>saying what you need to do to be healthy</i>	Il faut / Il me faut (<i>It's necessary/I need</i>)	La détente (<i>relaxation</i>) s'entraîner (<i>to exercise</i>)	
Express opinions <i>about daily activities, schedules</i>	Il est important de, Il est bon de (<i>It's important to/it's good to</i>)	Se détendre/se dépêcher (<i>to relax/to hurry</i>)	
Make suggestions <i>about ways to be healthy</i>	Tu devrais / Vous devriez Il te/vous faut (<i>You should/you need to</i>)	Être détendu/être stressé (<i>to be relaxed/to be stressed</i>)	
Key Learning Activities/Formative Assessments			
Learning Activity/Formative Assessment (<i>representative samples from beginning to end of unit</i>)	How does this activity support the unit goals or performance tasks?	Mode of Communication	Interculturality Self Community World
Watch video clip of Song – <i>Ma Vie au Soleil (My Life in the Sun)</i> , list activities that relate to <i>métro, boulot, dodo (subway, work, sleep)</i> and activities that relate to a more relaxed lifestyle.	explore elements of a balanced lifestyle.	Interpretive	S
Use <i>Libération</i> magazine headline and article on stress at school. Have learners complete graphic organizer with statistics	impact of school on lifestyles	Interpretive Interpersonal	S, C, W

from article and then compare to their own situations.			
Read article on how French teenagers spend free time. Design survey questions to use with learners studying French. Create graphic organizer to compare school results to those in article. Discuss results in groups.	how French teens spend free-time and make comparisons	Interpretive Interpersonal Presentational	C, W
Work in groups to create a multi-media presentation that explains métro, boulot, dodo (<i>subway, work, sleep</i>) in the context of a teenager's life in the US.	product that explains the lifestyle of a US teenager to French teens -	Interpersonal Presentation	C, W
Watch silent movie – UNICEF clip on right of child to play. Discuss and compare to metro, boulot, dodo (<i>subway, work, sleep</i>) presentations	concept of balanced lifestyle from different perspective	Interpretive Interpersonal	C, W
Read French Girl in Seattle: <i>Une Visite au café (A visit to the café)</i> . Select an image from the article or a personal image. Explain the role of the café from the perspective of the article and from your perspective. Post your image and comments.	introduce learners to cafés; allows learners to process concept of café	Interpretive Presentational	S, C
Read article <i>Les lycéens se retrouvent au café (High school students meet in the café)</i> ; discuss what you like and don't like about the activities; consider what the equivalent might be in your community.	consider role of café for teens and make comparisons	Interpretive Interpersonal	S, C
Compare two <i>Maisons des Jeunes (Youth recreation centers)</i> for hours and activities. Compare to local recreational facility.	importance of teen centers and comparison to US	Interpretive	S, C, W
Create a proposal for a local teen café or an advertisement for one that already exists.	determine needs of local community and address those needs	Presentational	S, C
Read article on importance of sleep; discuss typical sleep habits.	summarize healthy behaviors; give advice; served as model of how they might present	Interpretive Interpersonal	S
View video <i>La moitié des ados manquent de sommeil (Half of teenager lack sleep)</i> .	listen for specific issues/advice	Interpretive	S, W

Select an article from the website <i>mangerbouger.fr</i> that deals with health and wellness. Read individually first. Then, identify key points with group. Decide how to best share information with other groups.	initial preparation for possible wellness fair presentations	Interpretive Interpersonal Presentational	S, C, W
Resources		Technology Integration	
Text for Interpretive Tasks – http://www3.sympatico.ca/serge.richard2/ http://www3.sympatico.ca/serge.richard2/page5.html		Teachers can create a safe, free space for learner blogs and more: http://kidblog.org	