

# Appendix H

## Well-being: A Balanced Lifestyle

|  |   |  |   |                    |
|--|---|--|---|--------------------|
| <b>Language and Level / Grade</b>  | French – High School  |  | Approximate Length of Unit  | 6 weeks            |
| <b>Performance Range</b>   | Novice Mid/ Novice High   |  | Approximate Number of Minutes Weekly  | 250 minutes/weekly |
| <b>Theme/Topic</b>   | <b>Well-being: A Balanced Lifestyle</b>   |  |   |                    |
| <b>Essential Question</b>  | How do people here and in the (French)-speaking world describe a balanced lifestyle?  |  |   |                    |
| <b>Unit Goals</b>  |   |  |   |                    |
| <i>What should learners know and be able to do by the end of the unit?</i>   | <p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>Describe their daily/weekly routines and categorize their activities in terms of relaxation, social life, physical fitness, academics, work (jobs or volunteer).</li> <li>Compare their daily/weekly routine to their classmates' routines.</li> <li>Explore several health and wellness websites in order to identify elements of a balanced lifestyle here and in (the French-speaking world).</li> <li>Link with a classroom in the (French-speaking world) in order to learn about their daily/weekly routines.</li> <li>Compare daily/weekly routines of young people in the US to the routines of young people in the (French-speaking world).</li> <li>Create a definition for a "balanced lifestyle" for teenagers based on information from websites, readings, and interviews with teenagers in the (French-speaking world).</li> <li>Make recommendations for a daily/weekly routine that reflects the definition developed in this unit.</li> <li>Create a presentation for (the community) highlighting ways to encourage a balanced lifestyle.</li> </ul> |  |   |                    |
| <b>Summative Performance Assessment Tasks</b>  |   |  |   |                    |
| <ul style="list-style-type: none"> <li>These tasks allow learners to demonstrate how well they have met the goals of the unit.</li> <li>The tasks follow the format of the IPA, but are integrated throughout the unit.</li> <li>The template encourages multiple interpretive tasks.</li> <li>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</li> <li>The tasks incorporate 21st Century Learning.</li> </ul> | <b>Interpretive Mode</b>  |  |   |                    |
|  | <p>Read a blog written by a teenager where he discusses his activities. Demonstrate comprehension by completing a graphic organizer based on information found in the text.</p>   | <p>Watch a commercial for a product that promises to make life easier or less stressful and identify audience, purpose, and message.</p> | <p>Read a schedule of a top athlete to determine how he spends the hours in his day. Decide which elements are part of a balanced lifestyle and which elements, if any, are missing.</p>  |                    |
|  | <p><b>Presentational Mode</b><br/> <b>Polished:</b> Create a presentation based on multiple sources of information highlighting ways to promote a balanced lifestyle for teenagers. Share the presentation with another French class.<br/> <b>On Demand:</b> Write a paragraph explaining how balanced your lifestyle is, making simple comparisons to balanced lifestyles in the target culture.</p>   |  | <p><b>Interpersonal Mode</b><br/>           In pairs or small groups, share what they have learned about their lifestyle and the lifestyle of teenagers in (the French-speaking world) in terms of balance. Compare daily routines, making and responding to suggestions to adjust their lifestyle.</p> |                    |
| <b>Standards</b>   |   |  |   |                    |
| <p><b>Cultures</b><br/>           (Sample Evidence)<br/>           Indicate the relationship between the product, practice, and perspective</p>  | <b>Relating Cultural Practices and Products to Perspectives</b>   |  |   |                    |
|  | <p><b>Product:</b> Café<br/> <b>Practice:</b> Stopping with friends for coffee<br/> <b>Perspective:</b> It's not the coffee, it's the conversation.</p> <p><b>Product:</b> School year calendar<br/> <b>Practice:</b> Regular breaks, holidays<br/> <b>Perspective:</b> Balance</p>   |  |   |                    |
| <p><b>Connections</b><br/>           (Sample Evidence)</p>   | <b>Making Connections to Other Disciplines</b>  |  | <b>Acquiring Information and Diverse Viewpoints</b>   |                    |
|  | <p><b>Health and wellness:</b> Compare recommendations for healthy lifestyles.<br/> <b>Media studies:</b> Consider impact of media on lifestyle considerations like diet and exercise.</p>  |  | <ul style="list-style-type: none"> <li>Differences in school schedules</li> <li>Importance of vacation and family time</li> <li>Tradition of "Fermature annuelle" (annual closing) in France</li> </ul>   |                    |

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|---|---|---|
| <b>Comparisons</b><br>(Sample Evidence) | <b>Language Comparisons</b>   | <b>Cultural Comparisons</b>   |
|   | <ul style="list-style-type: none"> <li>• <i>la joie de vivre</i> (joy of living)</li> <li>• <i>méto, boulot, dodo</i> (subway, work, sleep)</li> <li>• Ne t'en fais pas! (Don't worry!)</li> <li>• <i>la détente</i> (relaxation)</li> </ul>  | <ul style="list-style-type: none"> <li>• Work time/leisure time</li> <li>• Mealtime with/without family</li> <li>• Weekend activities</li> </ul>  |
| <b>Communities</b><br>(Sample Evidence) | <b>School and Global Communities</b>  | <b>Lifelong Learning</b>  |
|   | Share information on wellness with community.   | <ul style="list-style-type: none"> <li>• Self-assess progress toward personal learning goals/ Can-Do Statements.</li> <li>• Examine personal lifestyle and make adjustments as needed.</li> </ul> |
| <b>Connections to Other Standards</b>   | <ul style="list-style-type: none"> <li>• <b>21st Century Learning: Collaboration</b> Work together to design materials to promote balance.</li> <li>• <b>21st Century Learning: Creativity</b> Create a persuasive piece that can be shared with others.</li> <li>• <b>21st Century Learning: Critical Thinking:</b> Evaluate your lifestyle in terms of balance from an American and a (French) perspective.</li> <li>• <b>Common Core: Reading 1:</b> 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.</li> <li>• <b>Common Core: Language 4:</b> 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.</li> <li>• <b>Common Core: Writing 6:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> <li>• <b>Common Core: Writing 7:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li> <li>• <b>Common Core: Speaking and Listening 1:</b> Prepare for and participate effectively in a range of conversations and collaborations.</li> </ul> |   |

**Toolbox**
**Can-Do Statements**

|                       |  |
|-----------------------|--|
| <b>Interpretive</b>   | (Reading + Listening) I can understand when someone talks about their daily routine.<br>(Reading + Listening) I can understand simple illustrated instructions for exercises to do to stay in shape.<br>(Reading) I can understand a short interview where an athlete shares his daily routine to stay in shape.<br>(Listening) I can understand people as they describe their daily routines. |
| <b>Presentational</b> | (Speaking + Writing) I can present information about the elements of a balanced lifestyle.<br>(Speaking + Writing) I can present information comparing lifestyles in France and the U.S.<br>(Writing) I can keep a diet and exercise journal to track what I do to stay healthy.   |
| <b>Interpersonal</b>  | <ul style="list-style-type: none"> <li>• I can ask and answer questions about what I do each day to be healthy.</li> <li>• I can share how often I do certain activities each week.</li> <li>• I can exchange information about what people in (country) do to be healthy.</li> </ul>  |

| Supporting Functions  | Supporting Structures / Patterns   | Priority Vocabulary  |
|---|--|--|
| <b>Compare</b> <i>lifestyle routines</i>  | <i>plus que, moins que, aussi que</i><br>(more than, less than, as...as)                                     | <ul style="list-style-type: none"> <li>• expressions of time</li> <li>• adverbs of frequency</li> <li>• days, months</li> <li>• time</li> <li>• feelings</li> </ul> <i>Une bonne hygiène de vie</i> (a healthy lifestyle)<br><i>Un régime équilibré</i> (a balanced diet)<br><i>La détente</i> (relaxation)<br><i>S'entraîner</i> (to exercise)<br><i>Se détendre/se dépêcher</i> (to relax/to hurry)<br><i>Être détendu/être stressé</i> (to be relaxed/to be stressed) |
| <b>Describe</b> <i>your daily schedule</i>                                      | <i>(le) lundi...</i> (on Mondays)  |  |
| <b>Ask and answer questions</b> <i>about daily routines</i>                     | <i>oui/non</i> (yes/no), <i>ou</i> (either/or), <i>quand</i> (when),<br><i>à quelle heure</i> (at what time) |  |
| <b>Express frequency</b> <i>saying when and how often you do certain things</i> | <i>tous les jours</i> (everyday)<br><i>une fois par semaine</i> (once a week),<br><i>rarement</i> (rarely)   |  |
| <b>Express needs</b> <i>saying what you need to do to be healthy</i>            | <i>Il faut / Il me faut</i> (It's necessary/I need)  |  |
| <b>Express opinions</b> <i>about daily activities, schedules</i>                | <i>Il est important de, Il est bon de</i> (It's important to/it's good to)                                   |  |
| <b>Make suggestions</b> <i>about ways to be healthy</i>                         | <i>Tu devrais / Vous devriez</i> (You should)<br><i>Il te/vous faut</i> (You need to)                        |  |

| Key Learning Activities/Formative Assessments  |  |   |
|--|--|---|
| <i>This is a representative sample of activities/assessments across the 3 modes of communication.</i>  |  |   |
| Learning Activity/Formative Assessment<br><i>(Sample activities are listed from the beginning to the end of the unit).</i>   | How does this activity support the unit goals or performance tasks?  | Mode of Communication                           |
| Watch video clip of Song – <i>Ma Vie au Soleil</i> (My Life in the Sun), list activities that relate to <i>méto, boulot, dodo</i> (subway, work, sleep) and activities that relate to a more relaxed lifestyle.  | Explore elements of a balanced lifestyle   | Interpretive                                    |
| Use <i>Libération</i> magazine headline and article on stress at school. Have learners complete graphic organizer with statistics from article and then compare to their own situations.   | Impact of school on lifestyles   | Interpretive<br>Interpersonal                   |
| 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<br>Interpersonal<br>Presentational |
| Work in groups to create a multi-media presentation that explains <i>méto, boulot, dodo</i> (subway, work, sleep) in the context of a teenager's life in the US.   | Product that explains the lifestyle of a US teenager to French teens   | Interpersonal<br>Presentation                   |
| Watch silent movie – UNICEF clip on right of child to play. Discuss and compare to metro, boulot, dodo (subway, work, sleep).  | Concept of balanced lifestyle from different perspective   | Interpretive<br>Interpersonal                   |
| Read French Girl in Seattle: <i>Une Visite au café</i> (A visit to the café). 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<br>Presentational                  |
| Read article <i>Les lycéens se retrouvent au café</i> (High school students meet in the café); 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<br>Interpersonal                   |
| Compare two <i>Maisons des Jeunes</i> (Youth recreation centers) for hours and activities. Compare to local recreational facility.   | Importance of teen centers and comparison to US  | Interpretive                                    |
| 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                                  |
| Read article on importance of sleep; discuss typical sleep habits.   | Summarize healthy behaviors; give advice; served as model of how they might present                                    | Interpretive<br>Interpersonal                   |
| View video <i>La moitié des ados manquent de sommeil</i> (Half of teenager lack sleep).  | Listen for specific issues/advice  | Interpretive                                    |
| 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<br>Interpersonal<br>Presentational |
| Resources  | Technology Integration   |   |
| <i>Ma Vie au Soleil</i> - <a href="https://www.youtube.com/watch?v=NqyOJ7oUnbl">https://www.youtube.com/watch?v=NqyOJ7oUnbl</a><br><a href="http://www3.sympatico.ca/serge.richard2/">http://www3.sympatico.ca/serge.richard2/</a><br><a href="http://www3.sympatico.ca/serge.richard2/page5.html">http://www3.sympatico.ca/serge.richard2/page5.html</a><br>Additional resources available at:<br><a href="http://clementi-terill2012.wikispaces.com">http://clementi-terill2012.wikispaces.com</a> | Teachers can create a safe, free space for learner blogs and more: <a href="http://kidblog.org">http://kidblog.org</a> |   |