

French 3/ D'accord 2/ Unit 2: La santé

Unit Description:

This is unit 2 of 5 for the year. This unit will last 6 weeks. Students will learn terms for parts of the body; terms to discuss one's daily routine; the pronunciation of "ch, qu, ph, th, and gn"; about healthcare in France; reflexive verbs; common idiomatic reflexive verbs; about the company Kryss; terms to describe one's health; terms for illnesses and remedies; terms related to medical visits and treatments; the pronunciation of "p, t, and c"; about the national health care system in France; more information on pharmacies and health-related businesses; the passé composé of reflexive verbs; the pronouns "y" and "en"; and how to listen for specific information.

Essential Questions:

How do people describe their daily routines?
 How do people talk about illness and health?
 What is it like to visit the doctor in France?



Proficiency Target-Interpersonal Intermediate Mid	Proficiency Target-Speaking Intermediate Mid	Proficiency Target-Listening Intermediate Mid	Proficiency Target-Reading Intermediate Mid	Proficiency Target-Writing Intermediate
<p>I Can Statements I can discuss with others my daily routine. I can exchange information with others about medical services and pharmacies in France. I can exchange some information with others about the national healthcare system in France.</p>	<p>I Can Statements I can talk about hygiene. I can talk about daily routines. I can explain the message of a commercial prepared for French speakers. I can describe my health. I can talk about things that happened to me in the past. I can talk about the geography and some cultural highlights of Switzerland.</p>	<p>I Can Statements I can identify parts of the body. I can recognize phrases used to talk about my routine. I can recognize phrases related to talking about states of being. I can recognize a variety of words used to talk about illnesses and medical conditions. I can recognize some expressions related to giving instructions and suggestions. I can recognize some expressions referring to ideas, quantities, and places. I can recognize some terms for common health problems. I can listen for specific information after identifying the subject of the conversation.</p>	<p>I Can Statements I can identify parts of the body. I can recognize phrases used to talk about my routine. I can recognize phrases related to talking about states of being. I can recognize some expressions related to giving instructions and suggestions. I can recognize some expressions referring to ideas, quantities, and places. I can use background knowledge when reading.</p>	<p>I Can Statements I can write about things that happened to me in the past. I can write about the geography and some cultural highlights of Switzerland. I can write a letter that sequences events.</p>

Assessments:**Diagnostic:**

1. Essential questions
2. Pre-assessment
3. Class participation
4. Q&A
5. Digital components via online resources

Formative:

1. Vocabulary quizzes
2. Oral dialogs
3. Games
4. Listening practice

Summative:

1. Unit Test
2. Performance-based assessment—
Speaking or Writing
3. Project

Standards to address in Unit:**Communication—Interpersonal Mode (IP)**

ML3.PS1.IP1: Students exchange spoken and written information and ideas in the target language such as : expressing needs, desires; exchanging opinions; Giving detailed descriptions and asking questions and providing answers.

ML3.PS2.IPs: Students initiate, sustain, and close oral and written exchanges while reflecting in the past tense; exchanging information through conversations, notes; and beginning of self-correction.

Communication—Interpretive Mode (INT)

ML3.PS3.INT1: Students identify main ideas and supporting details as well as comprehend current events presented in a variety of media.

Communication—Presentational Mode (P)

ML3.PS4.P1: Students are able to summarize and communicate main ideas and supporting details from a variety of sources.

Cultural Perspectives, Practices, and Products (CU)

ML3.PS5.CU1: Students are able to participate in real or simulated events.

Connections, Comparisons, and Communities (CCC)

ML3.PS6.CCC1: Students will understand the role of major of contemporary and historical figures and events from the target culture(s) studied.

ML3.PS7.CCC2: Students compare aspects of cultures studied with student's own culture.

ML3.PS8.CCC3: Students extend language skills and cultural knowledge through the use of media, entertainment, and technology.

Know:

Terms for the parts of the body
 Terms to discuss one's daily routine
 Terms for illnesses and remedies
 Terms related to medical visits and treatments
 The passé composé of reflexive verbs
 The pronouns y and en
 Cultural information about Switzerland

Understand:

The different way that French speakers use reflexive verbs to talk about one's daily routine
 The difference between France's healthcare system as opposed to the American system
 The difference between pharmacies/drug stores in France and in the United States

Do:

Listen for specific information
 Use background knowledge to increase reading comprehension
 Sequence events in a narration
 Write and speak about one's daily routine and health
 Write and speak more succinctly using the pronouns y & en
 Comparing and contrasting French and American pharmacies

Major Concepts: (Consider all 4/5 Cs)

<p>Concept 1 Daily Routine</p>	<p>Concept 2 Idiomatic reflexives expressions</p>	<p>Concept 3 Health: illnesses and medical conditions</p>	<p>Concept 4 Culture Medical services and pharmacies in France</p>	<p>Concept 5 Culture National healthcare system in France</p>
<p>Essential Vocabulary: Faire sa toilette Se brosser les cheveux Se brosser les dents Se coiffer S'habiller Se déshabiller Se réveiller S'endormir Se laver (les mains) Se regarder (dans le miroir) Se sécher Prendre une douche Se maquiller Se raser Se lever Se coucher Un dentifrice Un savon Un maquillage Une brosse à dents Une brosse à cheveux Un peigne</p>	<p>Essential Vocabulary: S'amuser S'appeler S'arrêter S'asseoir Se dépêcher Se détendre Se disputer avec S'énervé S'ennuyer s'entendre avec Se trouver S'intéresser à Se mettre en colère S'occuper de Se préparer Se promener Se rendre compte de/que Se reposer Se souvenir de Se tromper</p>	<p>Essential Vocabulary: Être en pleine forme être en bonne santé être en mauvaise santé être malade Faire de l'exercice Aller aux urgencies Avoir mal Éviter de Faire mal à Guérir Se blesser Se casser... Se faire mal Se sentir Une allergie Une blessure Une douleur La grippe La fièvre Un rhume Grave Sain(e) Un(e) dentiste Un infirmier/une infirmière Un(e) patient(e) Un(e) pharmacien(ne) Un médicament Un symptôme Une ordonnance</p>	<p>Essential Vocabulary: Un médecin Une consultation Une pharmacie Un(e) pharmacien (ne) Une grande croix verte lumineuse (a sign of a pharmacy) Les pharmacies de garde SOS Médecins Le Samu</p>	<p>Essential Vocabulary: La sécurité sociale (la sécu) La cotisation Un (e) bénéficiaire Une allocation Une carte vitale Une mutuelle La CMU (Couverture Maladie Universelle)</p>

<p>Essential Structure: Reflexive verbs (present tense) Subject + reflexive pronouns + present tense of the verb</p> <p>Example: se laver</p> <p><i>Je me lave Tu te laves Il/elle/on se lave Nous nous lavons Vous vous lavez Ils/ells se lavent</i></p>	<p>Essential Structure: S'appeler (present tense) <i>Je m'appelle Tu t'appelles Il/elle s'appelle Nous nous appelons Vous vous appelez Ils/elles s'appellent</i></p> <p>S'asseoir (present tense) <i>Je m'assieds Tu t'assieds Il/elle/on s'assied Nous nous asseyons Vous vous asseyez Ils/elles s'asseyent</i></p>	<p>Essential Structure: All reflexive verbs in passé composé use être</p> <p>The pronouns y and en</p>	<p>Essential Structure: The body temperature is measured in Celsius 37° C is the normal body temperature.</p> <p>simple math: unit conversion between Celsius and Fahrenheit</p>	<p>Essential Structure: None</p>
<p>Text/Digital Resources Cahier d'élève, pp.29-31 Supersite: Activities, eCahier Teacher Resources: Answer Key; Audio Script; Audio Activity MP3s/CD; Testing program : Grammar Quiz</p>	<p>Text/Digital Resources Cahier d'élève, pp.29-31 Supersite: Activities, eCahier Teacher Resources: Answer Key; Audio Script; Audio Activity MP3s/CD; Testing program : Grammar Quiz</p>	<p>Text/Digital Resources Cahier d'élève, pp.29-31 Supersite: Activities, eCahier Teacher Resources: Answer Key; Audio Script; Audio Activity MP3s/CD; Testing program : Grammar Quiz</p>	<p>Text/Digital Resources Cahier d'élève, pp.29-31 Supersite: Activities, eCahier Teacher Resources: Answer Key; Audio Script; Audio Activity MP3s/CD; Testing program : Grammar Quiz</p>	<p>Text/Digital Resources Cahier d'élève, pp.29-31 Supersite: Activities, eCahier Teacher Resources: Answer Key; Audio Script; Audio Activity MP3s/CD; Testing program : Grammar Quiz</p>
<p>Artifact & Evidence: Commercial for health care product Dialogue Describe a picture Debat p. 102 ex 3</p>	<p>Artifact & Evidence: Dialogue Giving advice to a friend Paired conversation</p>	<p>Artifact & Evidence: Dialogue – going to the doctor/ pharmacy Describe a picture Games: Pictionary/Taboo/ Charades</p>	<p>Artifact & Evidence: Dialogue Describe an accident/crime Write a crime/accident report Write a letter to the teacher explaining why you didn't come to school (p. 122) Create a health routine – written/or oral</p>	<p>Artifact & Evidence: Dialogue p. 116 ex 1, 5</p>