

| LANGUAGE | COURSE/LEVEL    | UNIT THEME                               | WEEK OF | DAYS |
|----------|-----------------|--|---------|------|
| French   | EntreCultures 2 | Unité 5: Des conseils pour une vie saine |         | 2    |

| ESSENTIAL QUESTION   | UNIT GOAL(S)  |
|--|---|
| How do people where I live and in francophone cultures view social and emotional health? | <ul style="list-style-type: none"> <li>• Read, view, and listen to informational texts.</li> <li>• Discuss with others the ways in which they and others maintain social and emotional health.</li> <li>• Investigate how people in francophone cultures maintain their social and emotional health.</li> </ul> |

| CAN-DO STATEMENTS   | PERFORMANCE TASKS  |
|---|--|
| <b>Mon progrès communicatif:</b> <ul style="list-style-type: none"> <li>• I can describe my healthy social and emotional health in an email.</li> <li>• I can understand recommendations for maintaining social and emotional health in a video.</li> </ul> | Have learners write tips with positive habits for social and emotional health. |

| LANGUAGE (VOCABULARY/STRUCTURES)  | INTERCULTURAL CONNECTIONS                                 |
|---|---|
| <i>Comment dit-on 3: Le bien-être, c'est plus que le corps (Ma santé sociale et émotionnelle)</i> | Recommendations for healthy habits (Cultural comparisons) |



| LEARNING EXPERIENCES   | MATERIALS   |
|--|---|
| <p><b>Teacher Lesson Introduction Video</b></p> <ul style="list-style-type: none"> <li>• Welcome students.</li> <li>• Give overview of lesson expectations/agenda.</li> <li>• Remind students of essential question.</li> <li>• Review lesson's learning goals.</li> </ul> <p><b>Introductory Activity</b><br/>Homework from previous day: Use the Classroom Forum to brainstorm ways learners maintain social and emotional health. Read and respond to at least three posts.</p> <p><b>Guided Practice: <i>Comment dit-on? 3: Le bien-être, c'est plus que le corps</i></b></p> <p><b>Vocabulary Introduction: Ma santé sociale et émotionnelle p. 252</b><br/>Create and post a video related to social/emotional health and a stressful day.</p> <p>Sample script: O là là, quelle journée, quel stress! Je <b>me sens tendu(e)</b>! Normalement, je <b>me réveille</b> à l'heure et je <b>planifie</b> mes tâches pour être organisé(e). Pas aujourd'hui! Le réveil n'a pas sonné! Après l'école, je vais <b>me reposer</b> un peu, ou bien faire quelque chose pour <b>m'amuser</b>, comme lire ou regarder la télé ou un autre <b>passe-temps</b>. Je peux aussi <b>me promener</b>, s'il fait beau. Ce soir, je vais me coucher avant 22 h! Pas d'<b>écrans</b> - je vais éteindre la télé au moins une heure avant de me coucher. Je peux choisir mes vêtements et préparer mon déjeuner pour demain pour <b>simplifier</b> ma routine du matin. Et maintenant? Je <b>respire</b>, je compte jusqu'à dix, et je fais de mon mieux!</p> <p>Have learners compare their ideas from the Classroom Forum with those above and check off any that are in common.</p> <p>Have learners sort their habits for maintaining social and emotional health into times of day.</p> | <p>To facilitate online learning, create a PowerPoint presentation or visual for introduction and record or post video on the Classroom Forum.</p> <p>Assign students to post their ideas in the Classroom Forum.</p> <p>Teacher-created video. Teacher can record directly into the Classroom Forum or upload a file. Video can be live action or a series of PowerPoint images with audio.</p> <p>Teacher-created handout or online quiz, etc. Students check off which items they had in common with presentation.</p> <p>Teacher-created handout or online quiz</p> |

| LEARNING EXPERIENCES   | MATERIALS  |
|--|--|
| <p><b>Independent Practice</b></p> <p><b>Activité 20: Est-ce que j'ai des habitudes saines pour une vie moins stressante?</b></p> <p><b>Étape 1 p. 253</b><br/>Have learners take the quiz on p. 252 and answer the related questions.</p> <p>Learners complete and submit the handout for Activity 20 or share their self-reflection in the Classroom Forum.</p> <p><b>Étape 2 p. 253</b><br/>Have learners listen to the audio of three students and sort the statements from the word bank according to which person does each activity.</p> <p>Have learners use these notes to score each of the speakers.</p> <p><b>Étape 3 p. 253</b><br/>Have learners choose one person from Étape 2 to write an email to and provide tips for maintaining social and emotional health by sharing learners' healthy habits.</p> <p><b>Activité supplémentaire 5</b><br/>Have learners use the flashcards to review new vocabulary.</p> <p><b>Activité supplémentaire 6</b><br/>Have learners take the online quiz when ready.</p> <p><b>Closure</b><br/>After completing <b>Activité 20 Étape 3</b>, students reflect on the Can-Do Statement</p> | <p>Assign Activité 20, Étape 1 in Explorer</p> <p>(Optional) Reflection question in Classroom Forum</p> <p>Assign Activité 20, Étape 2 in Explorer</p> <p>Assign Activité 20, Étape 3 in Explorer</p> <p>Assign Activité supplémentaire 5 in Explorer</p> <p>Assign Activité supplémentaire 6 in Explorer</p> <p>Language Portfolio or Classroom Forum</p> |

| LEARNING EXPERIENCES   | MATERIALS  |
|--|--|
| <p><b>Teacher Lesson Introduction Video</b></p> <ul style="list-style-type: none"> <li>• Welcome students.</li> <li>• Give overview of lesson expectations/agenda.</li> <li>• Remind students of essential question.</li> <li>• Review lesson's learning goals.</li> </ul> <p><b>Introductory Activity</b><br/>Have learners imagine that they are at an international forum for social and emotional health and have them provide three recommendations for adolescents for maintaining social and emotional health in the Classroom Forum.</p> <p><b>Guided Practice:</b><br/>None</p> <p><b>Independent Practice</b></p> <p><b>Activité 21: Quelles sont leurs habitudes quotidiennes?</b></p> <p><b>Étape 1 p. 254</b><br/>Have learners watch videos posted by Mathew et Brenda and indicate the habits of each blogger.</p> <p>Learners complete and submit the handout for Activity 21.</p> <p><b>Étape 2 p. 254</b><br/>Have learners leave a voice message inviting friends to spend the weekend prior to exams. Have them suggest activities that support healthy social and emotional habits.</p> <p>Have learners listen to posts of others and reply to three with a voice message that either accepts the invitation or declines politely.</p> | <p>To facilitate online learning, create a PowerPoint presentation or visual for introduction and record or post video on Classroom Forum.</p> <p>Classroom Forum</p> <p>(Optional) Teacher-created handout or online quiz.</p> <p>Assign Activité 21, Étape 1 in Explorer.</p> <p>Instead of assigning Activité 21, Étape 2 in Explorer, have students record their invitations in the Classroom Forum so that they can listen to and respond to one another's invitations.</p> |



| LEARNING EXPERIENCES   | MATERIALS  |
|--|--|
| <p><b>Activité 22: Combien d'heures de sommeil faut-il par nuit?</b></p> <p><b>Étape 1 p. 254-255</b><br/>Have learners read the infographic on p. 255 and respond to the true/false questions.</p> <p><b>Étape 2 p. 256</b><br/>Have learners summarize the main ideas of the infographic by recording their response in Explorer (audio or video recording). Instruct students to respond individually instead of as a group.</p> <p><b>Closure</b><br/>Have learners reflect on the Can-Do Statement for <b>Activité 21, Étape 1</b>. (Note: This Can-Do statement also applies to the <b>J'avance</b> formative assessment.)</p> | <p>Share teacher-created handout or online quiz in the Classroom Forum.</p> <p>Assign Activité 22, Étape 2 in Explorer.</p> <p>Language Portfolio or Classroom Forum</p> |



## SUPPORTS / CHALLENGES



### STILL A GOAL

- Additional vocabulary practice
- Sentence starters
- Word bank



### WITH HELP

- Additional vocabulary practice
- Sentence starters



### INDEPENDENTLY

#### Day 1

- Incorporation of ***Expressions utiles*** and ***On peut aussi dire*** vocabulary

#### Day 2

- **Act. 22 Étape 2:** Learners provide main ideas and some details

