

Unit at a Glance

Overview of Unit	Field of Experience
In <i>À votre santé</i> , students will examine Canada's Food Guide in order to analyze personal choices in eating habits, physical activities, and lifestyle, creating a personal action plan for healthy living. The unit features a reading selection on <i>le Sentier canadien</i> for cultural enrichment.	Experiences with food and physical activity.

Lesson	Communicative/Experiential Outcomes	General Language Education Outcomes
Lesson 1 <i>À votre santé</i> (Introduction to the unit) Duration Approx. 40 min	<ul style="list-style-type: none"> identify prior knowledge and experience in relation to the theme produce oral and written messages identify the theme of written texts predict the content of written texts identify the vocabulary and language structures required to communicate in a specific situation demonstrate comprehension of oral and written texts identify attitudes and behaviours in relation to the theme recognize newly acquired knowledge 	<ul style="list-style-type: none"> practise anticipating meaning learn words and expressions that clarify communication of thoughts and opinions use common language patterns review the specifics of certain language functions (e.g., partitive articles) work in a group and use correct social skills
Lesson 2 <i>Dans la cuisine...</i> Duration 40–60 min	<ul style="list-style-type: none"> identify attitudes and behaviours in relation to the theme produce oral and written messages predict the content of oral and written texts identify language-learning strategies identify information in oral and written texts needed to complete a communicative task demonstrate comprehension of oral and written texts recognize newly acquired knowledge 	<ul style="list-style-type: none"> practise words and expressions that clarify communication of thoughts and opinions use common language patterns practise anticipating meaning observe non-verbal communication observe the ways in which different generations speak, especially in their vocabulary summarize short oral and written texts work in a group and use correct social skills
Lesson 3 <i>Le guide alimentaire</i> Duration 40 min	<ul style="list-style-type: none"> identify attitudes and behaviours in relation to the theme produce oral and written messages predict the content of oral and written texts demonstrate comprehension of oral and written texts identify and compare previous attitudes and behaviours with new understanding 	<ul style="list-style-type: none"> practise anticipating meaning use common language patterns practise words and expressions that clarify communication of thoughts and opinions work in a group and use correct social skills
Lesson 4 <i>Demandez au diététiste !</i> Duration Two 40-min periods	<ul style="list-style-type: none"> predict the content of written texts identify language-learning strategies identify information in written texts needed to complete a communicative task demonstrate comprehension of oral and written texts produce oral and written messages 	<ul style="list-style-type: none"> practise anticipating meaning summarize short written texts use common language patterns practise words and expressions that clarify communication of thoughts and opinions work in a group and use correct social skills
Lesson 5 <i>Étude de la langue</i> <i>Au boulot !</i> (First Subtask) Duration Approx. two 40-min periods	<ul style="list-style-type: none"> identify the vocabulary and language structures required to communicate in a specific situation demonstrate comprehension of oral and written texts produce oral and written messages recognize and apply acquired knowledge in new situations adjust oral messages to communicate in a specific situation identify language-learning strategies verify the success of attempts at communication recognize and correct errors in communication 	<ul style="list-style-type: none"> examine the specifics of certain language functions use common language patterns practise words and expressions that clarify communication of thoughts and opinions work in a group and use correct social skills role-play in both productive and receptive mode learn to self-monitor progress in the language learn to self-correct
Lesson 6 <i>Soyons actifs !</i> Duration Approx. two 40-min periods	<ul style="list-style-type: none"> identify information in oral and written texts needed to complete a communicative task demonstrate comprehension of oral and written texts produce oral and written messages predict the content of oral and written texts identify language-learning strategies adjust oral and written messages to communicate in a specific situation recognize and apply acquired knowledge in new situations 	<ul style="list-style-type: none"> practise anticipating meaning work in a group and use correct social skills use common language patterns practise words and expressions that clarify communication of thoughts and opinions write simple rhymes role-play in both productive and receptive mode
Lesson 7 <i>Étude de la langue</i> Duration 40 min	<ul style="list-style-type: none"> demonstrate comprehension of oral and written texts produce oral and written messages identify information in oral and written texts needed to complete a communicative task identify the vocabulary and language structures required to communicate in a specific situation recognize and apply acquired knowledge in new situations identify and compare previous attitudes and behaviours with new understanding 	<ul style="list-style-type: none"> use common language patterns practise words and expressions that clarify communication of thoughts and opinions review the specifics of certain language functions work in a group and use correct social skills
Lesson 8 <i>Au boulot !</i> (Second Subtask) Duration 40 min	<ul style="list-style-type: none"> demonstrate comprehension of written texts identify the vocabulary and language structures required to communicate in a specific situation produce oral and written messages recognize and apply acquired knowledge in new situations adjust written messages to communicate in a specific situation verify the success of attempts at communication recognize and correct errors in communication 	<ul style="list-style-type: none"> summarize short written texts review the specifics of certain language functions (e.g., <i>le futur proche</i>) use common language patterns practise words and expressions that clarify communication of thoughts and opinions work in a group and use correct social skills practise self-monitoring progress in the language practise self-correcting

General Communicative/Experiential Outcomes	Cultural Focus	Description of Tasks
Analyze personal eating habits, physical activities and health; develop and present an action plan for the future.	Use of standard French to discuss and plan lifestyle choices for healthy living.	<p>Subtasks:</p> <ul style="list-style-type: none"> • Write a description of one nutritional habit. • Develop a schedule of physical activities. • Create a comic strip. <p>Final Task:</p> <ul style="list-style-type: none"> • Write and present a personal action plan for healthy living.

	Language Outcomes	Cultural Outcomes	Assessment	Materials
	<ul style="list-style-type: none"> • review of partitive article • basic vocabulary • vocabulary related to food, physical activity, and health • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to discuss nutrition and physical activity 	Diagnostic	TRG pp. 1–11 SB pp. 1, 22 [<i>livre</i> pp. 55, 152] WB pp. 2–6 BLM 1, 2, 3, 4 (TRG pp. 8–11)
	<ul style="list-style-type: none"> • double verb constructions • partitive article • basic vocabulary • vocabulary from units under study • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to compare personal nutrition and physical activity choices. Discover French expressions and different levels of language used by French adolescent Canadians 	Formative	TRG pp. 12–19 SB pp. 2–3 [<i>livre</i> pp. 56–57] WB pp. 7–9 Video CD Track 1 BLM 1, 2, 3, 4, 5 (TRG pp. 8–11, 19)
	<ul style="list-style-type: none"> • vocabulary related to food • use of partitive article • use of resources • double verb construction with <i>devoir</i> 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to assess eating habits according to Canada's Food Guide 	Formative	TRG pp. 20–24 SB pp. 4, 22–23 [<i>livre</i> pp. 58, 152–153] CD Track 2
	<ul style="list-style-type: none"> • present tense of the irregular verbs <i>vouloir</i> and <i>devoir</i> • double verb constructions • imperative of some regular <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs • use of vocabulary related to food and health • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to compare and contrast eating habits according to Canada's Food Guide 	Formative	TRG pp. 25–32 SB pp. 4–7, 26 [<i>livre</i> pp. 1, 58–61] WB pp. 13–18 BLM 1, 2, 3, 4, 6A, 6B (TRG pp. 8–11, 31–32)
	<ul style="list-style-type: none"> • present tense of the irregular verbs <i>vouloir</i>, <i>pouvoir</i>, and <i>devoir</i> • double verb constructions • agreement of verb with compound subject • use of vocabulary related to food and physical activities • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to develop the first part of a healthy-living action plan 	Formative Summative	TRG pp. 33–51 SB pp. 4–9, 24 [<i>livre</i> pp. 58–63, 154] WB pp. 2–5, 13–18, 25–27 BLM 6A, 6B, 7, 8, 9, 10, 11, 12A, 12B, 12C, 13 (TRG pp. 31–32, 42–50) BLM 14 Assessment Rubric — First Subtask (TRG p. 51) BLM 27 Assessment Tracking Sheet (TRG p. 96)
	<ul style="list-style-type: none"> • double verb constructions • use of vocabulary related to food, physical activities, and health • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to discuss physical activities that contribute to a healthy lifestyle 	Formative	TRG pp. 52–58 SB pp. 10–11, 26 [<i>livre</i> pp. vi, 64–65] WB p. 19 BLM 15, 16 (TRG pp. 57–58)
	<ul style="list-style-type: none"> • <i>le futur proche</i> • re-entry of adverbs of quantity • vocabulary from units under study • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to explore a variety of habits for healthy living 	Formative	TRG pp. 59–68 SB pp. 10–13, 25 [<i>livre</i> pp. 64–67, 155] WB pp. 20–21, 28–29 CD Tracks 7, 8 BLM 17, 18, 19, 20 (TRG pp. 65–68)
	<ul style="list-style-type: none"> • <i>le futur proche</i> • use of <i>ne...pas</i> • use of vocabulary related to theme • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to develop part of a healthy-living action plan 	Summative	TRG pp. 69–72 SB pp. 12, 14, 26 [<i>livre</i> pp. 1, 66, 68] WB pp. 2, 5 BLM 21 Assessment Rubric — Second Subtask (TRG p. 72) BLM 27 Assessment Tracking Sheet (TRG p. 96)

Lesson	Communicative/Experiential Outcomes	General Language Education Outcomes	
Lesson 9 <i>Le Sentier transcanadien</i> Duration 40–60 min	<ul style="list-style-type: none"> • identify prior knowledge and experience in relation to the theme • predict the content of written texts • produce oral and written messages • demonstrate comprehension of written texts • identify information in written texts needed to complete a communicative task • recognize and apply acquired knowledge in new situations • adjust written messages to communicate in a specific situation 	<ul style="list-style-type: none"> • practise anticipating meaning • summarize short written texts • use common language patterns • practise words and expressions that clarify communication of thoughts and opinions • work in a group and use correct social skills 	
Lesson 10 <i>Une attitude positive</i> Duration 40 min	<ul style="list-style-type: none"> • identify prior knowledge and experience in relation to the theme • produce oral and written messages • predict the content of oral and written texts • identify language-learning strategies • demonstrate comprehension of oral and written texts • identify information in oral and written texts needed to complete a communicative task • identify attitudes and behaviours in relation to the theme 	<ul style="list-style-type: none"> • practise anticipating meaning • summarize short written texts • use common language patterns • practise words and expressions that clarify communication of thoughts and opinions • work in a group and use correct social skills 	
Lesson 11 <i>Étude de la langue</i> <i>Au boulot !</i> (Third Subtask) Duration Three 40-min periods	<ul style="list-style-type: none"> • identify the vocabulary and language structures required to communicate in a specific situation • demonstrate comprehension of written texts • produce oral and written messages • recognize and apply acquired knowledge in new situations • adjust oral and written messages to communicate in a specific situation • verify the success of attempts at communication • recognize and correct errors in communication 	<ul style="list-style-type: none"> • review the specifics of certain language functions • use common language patterns • practise words and expressions that clarify communication of thoughts and opinions • work in a group and use correct social skills • practise self-monitoring progress in the language • practise self-correcting 	
Final Task <i>Mon plan d'action pour bien vivre</i> Duration Two 40–60 min periods	<ul style="list-style-type: none"> • identify sources of information and specific information needed to complete a communicative task • identify knowledge in relation to the theme • recognize knowledge required to complete a task • predict the content of oral texts • identify language-learning strategies • demonstrate comprehension of oral and written texts • produce oral and written messages • apply acquired knowledge to new situations • verify the success of attempts at communication • recognize and correct errors in communication 	<ul style="list-style-type: none"> • recognize the links between function/situation and word choice • practise anticipating meaning • summarize short oral texts • use common language patterns • practise words and expressions that clarify communication of thoughts and opinions • work in a group and use correct social skills • practise self-monitoring of progress in the language • practise self-correcting 	

	Language Outcomes	Cultural Outcomes	Assessment	Materials
	<ul style="list-style-type: none"> • present tense of irregular verbs <i>devoir</i> and <i>vouloir</i> • double verb constructions • <i>le futur proche</i> • use of vocabulary related to outdoor activities • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to learn about <i>Le Sentier transcanadien</i> and create a publicity poster for it 	Formative	TRG pp. 73–77 SB pp. 15–16 [<i>livre</i> pp. 69–70] WB p. 22 BLM 22 (TRG p. 77)
	<ul style="list-style-type: none"> • use of descriptive adjectives • use of vocabulary related to food, physical activities, and health • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to discuss positive and negative influences in a person's life 	Formative	TRG pp. 78–82 SB pp. 17, 26 [<i>livre</i> pp. vi, 71] WB pp. 23–24 CD Tracks 10, 11
	<ul style="list-style-type: none"> • double verb constructions • <i>le futur proche</i> • regular and irregular adjectives • different forms of <i>beau</i> and <i>nouveau</i> • use of vocabulary related to unit theme • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to develop a healthy-living action plan 	Formative Summative	TRG pp. 83–89 SB pp. 17–18, 26 [<i>livre</i> pp. 1, 71–72] WB p. 3, 5, 29 BLM 23 (TRG p. 88) BLM 24: Assessment Rubric — Third Subtask (TRG p. 89) BLM 27: Assessment Tracking Sheet (TRG p. 97)
	<ul style="list-style-type: none"> • <i>le futur proche</i> • double verb constructions with <i>vouloir</i>, <i>devoir</i>, and <i>pouvoir</i> • use of vocabulary related to food, physical activities, and health • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to present a healthy-living action plan 	Summative	TRG pp. 90–97 SB pp. 19–21 [<i>livre</i> pp. 73–75] WB pp. 2–3, 24 Video CD Track 12 BLM 25 (TRG p. 94) BLM 26: Assessment Rubric — Final Task (TRG p. 95) BLM 27: Assessment Tracking Sheet (TRG p. 97)