

Fulbright Teachers for Global Classrooms

Project Based Learning Unit Plan - Template

Name:	Kimberly D. Braxton
School Type:	Urban – All Male High School in Washington, DC
Subject:	French II
Grade Level:	10 - 12
Project Title:	<i>Modes de Vie Sains</i>

Project Concept

Driving Question	Project Summary/Big Idea
Phase 1: “What is wellness and how do I communicate issues with my health?” “How does culture shape our health choices?” Phase 2: “What is health care and what are the pros and cons of different health care systems?” “What are human rights and is healthcare a basic human right?” “How does environment and culture affect healthcare?” “How does race and wealth affect healthcare?” “How do resources and technology affect quality of life regarding health?” ***Students will develop their own essential question as well.	Students become more aware of the universal importance of living a healthy lifestyle and learning healthy eating habits. They learn about customs and traditions related to a healthy lifestyle in francophone countries and will examine how people choose a healthy lifestyle based on their food and general health choices. Students will also examine health care systems in their own locality and those of the Francophone world.
Subject Content and Interdisciplinary Connections	
Health/PE – Students will learn about what constitutes a healthy lifestyle and what contributes to individuals leading unhealthy lifestyles, examine the My Plate, and when to visit the doctor Social Studies – Compare & Contrast health care systems of Francophone countries and that of the U.S. ICT – Use of technologies i.e. Padlet, Websites, video conferencing, YouTube ELA – Students will determine the central idea of a text and provide a summary. Students will integrate textual information in different formats (e.g. visually, quantitatively).	
Global Competencies	
Investigate the World - Students will investigate the SDGs and choose one in which to focus on for their unit project - Students will research what people from francophone cultures do to stay healthy - Student will research health practices in Francophone countries and regions and compare those to that of the US	

- Students will learn about the health care system of Francophone places and compare them to the US health care system
- Students will research health practices regarding mental health in Francophone places and compare those to that of the US

Recognize Perspectives

- Engage in critical conversations based on evidence and consider multiple perspectives to draw conclusions regarding healthy lifestyles and health care systems of Francophone & the US
- Students will examine the influence culture has on shaping perspectives as they pertain to food, exercise, and general wellness.
- Students will recognize that every culture has universal needs but the way they meet those needs are similar, different, or extremely different compared to our own culture.

Communicate Ideas

- Students will work with their classmates to learn more about their values, beliefs, and opinions as they relate to healthy lifestyles.
- Students will communicate with other students outside of the US about healthy lifestyle practices
- Students will describe similarities & differences regarding health care systems of La Francophonie

Take Action

- Students will take action by creating an infographic or video comparing healthcare of a francophone territory to that of the US and presenting their findings to an audience virtually.

Learning/Curriculum Standards

Person-to-Person Communication:

The student will exchange simple spoken and written information in French.

- ask and respond to questions about sports and related activities as well as the importance of maintaining a healthy lifestyle
- ask and provide health information about self and family members

The student will demonstrate skills necessary to sustain brief oral and written exchanges in French, using familiar phrases and sentences.

- Initiate, sustain, and close brief oral and written exchanges with emphasis on the present time.
- use nonverbal skills to support communication

Listening and Reading for Comprehension:

The student will understand simple spoken and written French presented through a variety of media and based on familiar topics.

- Identify main ideas and some details when listening and reading.
- Comprehend simple, culturally authentic oral and written materials such as announcements, messages, and advertisements that use familiar vocabulary and grammatical structures.
- comprehend authentic messages about hygiene and daily routines
- comprehend authentic messages about healthy lifestyles

Oral and Written Communication:

The student will present information orally and in writing in French, using a variety of familiar vocabulary, phrases, and structural patterns.

- Describe basic information about such topics as self, family members, and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
- provide information about sports and health via oral and written presentations
- identify body parts and the hygiene materials used in their care explain basic ailments of their body and items they may use/need to help with their health

Cultural Perspectives, Practices, and Products:

The student will develop an awareness of perspectives, practices, and products of francophone cultures.

1. Identify some viewpoints of francophone cultures, such as those relating to time, education, transportation, and the roles of family members.
 2. Identify some customs and traditions of francophone cultures; such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
- address cultural acceptance of various hygiene items and how they are used
 - Students will understand common pleasantries to exchange with others when expressing ailments or illnesses.
 - Students will develop an awareness of healthcare practices in the francophone world

The student will recognize that perspectives, practices, and products of francophone cultures are interrelated.

3. Recognize that the viewpoints, customs, traditions, and products of French speakers' shape francophone cultures.
- identify key areas of commonality & differences between American and Francophone healthcare systems

Cultural and Linguistic Comparisons:

The student will demonstrate understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.

1. Compare patterns of behavior and interaction found in the United States with those of francophone societies.
2. Demonstrate an awareness that social practices and personal interactions differ among cultures.
 - recognize cognates in health and related fields
 - compare differences and similarities between French and American diets
 - understand the difference between les toilettes and la toilette

The student will compare basic elements of the French language to those of the English language.

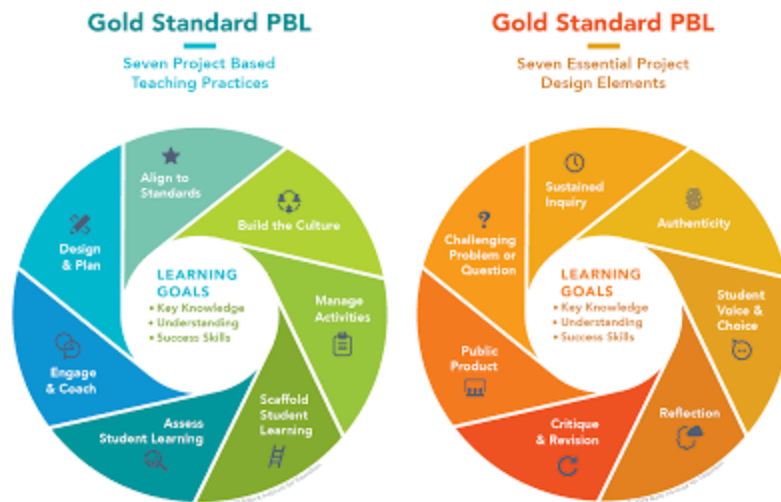
3. Recognize cognates, genders, level-appropriate idioms, and differences in sound systems and writing systems.
 - understand the importance that part of speech plays in communication

Communication across Communities:

The student will explore situations in which to apply French language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.

- Use resources, such as individuals and organizations in the community or accessible through the Internet, to gain information about the francophone world.
- use the Internet to understand the universal importance of maintaining a healthy lifestyle
- use the Internet and other resources to understand how people, some in very different settings from their own, take care of these needs.

Images sources from www.pblworks.com



“Doing Projects” vs. Project-Based Learning

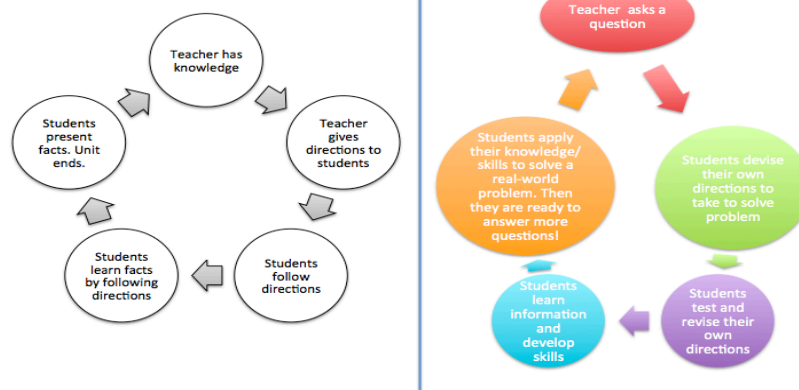


Image sourced from www.sites.google.com

Authentic Product and Audience

Authentic products:

Students will demonstrate their learning by choosing a Francophone place to research regarding their healthcare system and health practices and will create a product of their choosing. Their project product must be in French & in English. Examples of possible projects are as follows:

- make a PSA – video
- infographic

Students will peer edit each other's work before turning in a final copy.

Authentic Audience:

The goal is to present their research and product to Young Doctors of DC. At minimum, final products will be on YouTube, social media or on the school web site as an authentic audience. Additional opportunities will be added dependent on, the projects students complete and the ability to obtain permissions to display the projects.

Project Management

Project Timeframe and Milestones (how many class periods/weeks is this PBL?)

Our classes meet daily except for Wednesdays. This project is estimated to take **4 1/2 weeks**.

- **Milestone 1** - On November 30th students will submit the type of product they will do for their project.
- **Milestone 2** - On December 4th students will submit a draft of their product.
- **Milestone 3** – On December 11th projects are due
- **Milestone 4** – On December 16th students will present their projects

What will Students Need to Know and How will they Get to Know Them?

Unit Goals:

Students will be able to:

- Understand and share basic information about their dietary and exercise preferences
- Express when they are not feeling well
- Make recommendations to others who are not feeling well
- Consider how one's environment can shape their lifestyle choices
- Understand and share similarities and differences between the Francophone and US health care systems
- Understand issues regarding Francophone and US health care systems including wealth and poverty
- Understand issues regarding access, equity and race and Francophone and US health care systems from various perspectives
- Understand culture regarding health from various perspectives

Le vocabulaire obligatoire :

Le corps humain – la tête, les cheveux, la figure, l'œil (les yeux), le nez, la bouche, l'oreille (les oreilles), l'épaule (les épaules), le bras (les bras), la main (les mains), le doigt (les doigts), la taille, le dos, la jambe (les jambes), le pied (les pieds), le genou (les genoux),

Les exercices – faire du sport, faire des exercices, faire la marche à pied

Attention à la ligne! – Le régime, les fruits, les légumes, les vitamines, la viande, le poisson, manger équilibré

Les maladies – La grippe, le rhume, avoir mal (à la tête, au cœur, au ventre, etc.)

Faire la toilette – le savon, le gel, le dentifrice, le shampooing, la serviette, le gant, le parfum, l'eau de toilette, le déodorant

Les médicaments – l'aspirine, la douleur, lutter contre la douleur

le système de santé, le médecin, l'infirmier/l'infirmière, l'hôpital, chez le médecin

Linguistic structures :

Verbes réfléchis : Se laver, se brosser (les dents, les cheveux), se maquiller

Verbes : maigrir, grossir, manger, prendre, avoir mal, faire, être en bonne/mauvaise santé, garder la forme, être au régime, suivre un régime, gagner du poids/perdre du poids

Reviste : Les verbes Er, Ir, & Re

Le vocabulaire supplémentaire:

Le baume, la pommade, le paracétamol (Tylenol, aspirin, Aleve), sain vs. la santé

Interpretive	Interpersonal	Presentational
• Sorting and categorizing • Follow directions • Movie Talk • Jigsaw reading activity • Compare/Contrast singular items and simple ideas • Read emails, passages and other information	• Make an appointment/reservation • Respond to situation cards • Fishbowl • Find someone who • Respond orally or in writing to texts such as emails, messages, etc.	• Write an email • Give a presentation using notes and images • Engage in a silent debate • Create a story using rehearsed structures • Recount experiences or events

Authentic Performance Based Assessment

- Remember! Authentic assessments have a product (such as book. Op ed or website) and/or audience (such as a presentation to community members or experts)

Sustainable Development Goal: The Art of Healthy Living: As an official of the DC initiatives for healthy lifestyles, you are going to research proven methods for how to increase healthy lifestyles that are implemented around the world. You will learn more about health trends and health habits in a francophone country or region. From there, you will consider the major aspects of health and wellness and create a product to inform the public and suggest solutions to the issue.

Students will demonstrate their learning through an authentic product of their choosing.

Examples of possible projects are as follows:

- make a PSA – video
- infographic

Differentiation and Scaffolds
Adaptations according to student IEP or 504 plans: ● Including opportunities for student choice and input ● Work on shorter segments ● Extra time for assignments ● Simplify directions ● Provide visual support for steps of the project ● Use of examples and demonstrations ● Increased one-on-one support during office hours and independent study time ● Ability to take a break during class ● Use of behavioral plan for student ● Students will have a variety of resources available to them for research allowing for various learning styles and abilities ● Teacher will use a variety of modes to build background knowledge so that all students will be able to process and progress effectively. Enrichment depending on student needs: ● Trade & critique partner's work ● Use the rubric to self-evaluate and revise ● Ask them to plan the next PBL ● Have them journal about what they've learned or enter a reflection ● Have them do a Padlet entry about what they've learned
Resources Please list below, the following: 1. What real world EXPERTS would you like to utilize? 2. Which specific TEXTS (web research, articles, sites, images) will you and the students use? (Please list them) 3. What TECHNOLOGY will you use? (Please list them) 4. What other MATERIALS (equipment, maker space, etc.) will you and the students need? <i>Note: This is a great opportunity to engage the school and wider community. Often we forget about the resources around us!</i>
Real world experts that will be utilized are as follows: Experts from Young Doctors of DC Dr. Acquanetta Fraizer Experts from the WHO Experts from French Embassy https://www.youtube.com/watch?v=BnI71henCyU (WHO Director General @ World Health Summit)

<https://www.youtube.com/watch?v=yrJN-itVZLQ> (Nos Enfants Nous Accuseront)
<https://www.youtube.com/watch?v=9Csa7Ysg1aQ> (Nos Enfants Nous Accuseront with English subtitles)
https://www.youtube.com/watch?v=RRmWoBPAC_k (Discussing sicknesses in French)
<https://www.youtube.com/watch?v=SlnimNrgil4> (Le Système de Santé en France)
<https://sante-pratique-paris.fr/wp-content/uploads/2014/09/cpam-cmu-ac-s-fevrier-2014-base1.jpg> (Infographie)
<https://www.femmeactuelle.fr/sante/sante-pratique> (Femme Actuelle le Mag)
<https://www.unicef.fr/dossier/sante> (UNICEF)
<https://frenchdistrict.com/articles/assurances-medicales-sante-etats-unis-usa-dossier/> (Reading about the US health care system)
<https://www.youtube.com/watch?v=CHbh4CV0qFA> (La sante aux Etats-Unis)
<https://www.youtube.com/watch?v=CcoVokM7wE0> (Comment fonctionne notre systeme de sante)
<https://www.youtube.com/watch?v=kWin2eAoQyo> (Le systeme de sante en chiffres)
https://docs.google.com/presentation/d/18y39766alhttps://education-first.com/sel-in-action-awards/76TfL9Ho5YxLJ25GcRdCvCptS9OQawQZnw/edit#slide=id.g2042f640cb_0_0 (La sante activities with resources – very good)
<https://docs.google.com/presentation/d/18y39766al76TfL9Ho5YxLJ25GcRdCvCptS9OQawQZnw/edit#slide=id.p> (the effects of stress infographic in French)

Technology that will be used:

Trello

Padlet

MS 365 - Teams

PowerPoint

Boom Cards

Quizlet/Quizlet Live

Canvas -

https://dcps.instructure.com/courses/207818/pages/start-here-healthcare-comparison-project?module_item_id=6583535

Project Kick-Off and Building Background Knowledge

Kick-Off Event and Driving Question

- How will you introduce the project and driving question to the students?

Tip: Think outside the box. The more fun and engaging the better!

Entry Event & Driving Question

“What are human rights and is healthcare a basic human right?”

I will introduce the project with shocking statistics regarding US health with this site:

<https://www.commonwealthfund.org/publications/issue-briefs/2020/jan/us-health-care-global-perspective-2019>

I will also have a guest speaker who is a physician.

Building Background Knowledge • What strategies are used to foster student inquiry? How will these questions be answered or explored and applied to the work and learning of each student? • How will students communicate and expand on what they need to know for successful project completion?
1. Introduction: Group inquiry discussion on health issues in the US using the 3Ys model of questioning, begin collecting data on healthcare in the US & their chosen francophone county for one week. Also, interview others about their thoughts about healthcare in the US 2. Discuss how to use the internet to find reliable resources, find resources using the Internet on health statistics in the US. Students will use the QFT technique: • Ask as many questions as you can. • Do not stop to discuss, critique, or answer any question. • Write down every question exactly as it is stated. • Change any statement into a question. 3. Discussion on the impact of lack of healthy practices and the consequences. 4. Students will choose their francophone territory to compare to the US regarding healthcare 5. Students will brainstorm and plan out their product (infograph or video). 6. Time for work on project product. 7. Time for critique of work at the end of class 8. Local or global connect with students in Martinique to discuss health practices and health care systems 9. As a group, students will have a discussion on the impact of this project and the changes in attitude that they have towards health. Discussion will take place as to how students plan to continue to improve their health practices and how they can continue to inform others once this project is finished. Students will individually write a reflection at the end of the unit using guiding questions.

Project Development Outline

Project Daily Outline - Overall Objectives and Practices for Each Class or Week • Remember to build in time for teacher directed learning, guided inquiry project work and tuning, brainstorming, reflecting.
Week 1 Plan • Scholars will use video & PowerPoint to learn what vocabulary they will need in order to complete the project they select • Scholars will use jigsaw to learn reflexive verbs, maigrir, grossir, manger, prendre, avoir mal, faire, etre malade and their conjugations from one another • Scholars will engage one another in conversation related to the topics above • Scholars will exchange information orally and in writing related to the topics above • Scholars will find experts to interview to gain more insight to the topic for their project • Scholars will hear from a guest speaker and ask their questions Week 2 Plan

- Scholars will research health care in their chosen francophone country
- Teacher will provide readings about health care and scholars will work together to understand the readings
- Scholars will revisit the Essential Questions (EQ) for this unit
- Scholars will hear from a guest speaker and ask their questions
- Scholars will begin to design their projects

Week 3 Plan

- Scholars will continue to design their projects
- Scholars will revisit the Essential Questions (EQ) for this unit
- Scholars will review their peer's projects

Week 4 Plan

- Scholars will meet with the teacher to ask questions for clarification regarding language or research findings
- Scholars will present their projects for an authentic audience

Ongoing:

- Scholars will have frequent opportunities for to exchange information orally and/or in writing in pairs or small groups
- Teacher will provide frequent opportunities for students to consider the Driving Questions

Interpretive	Interpersonal	Presentational
• Movie Talk • Jigsaw reading activity • Compare/Contrast singular items and simple ideas • Graphic organizers	• Fishbowl • Find someone who • Speak to students in Martinique about health practices & health care in Martinique and the US • Padlet discussions	• Write an email • Give a presentation using notes and images • Engage in a silent debate

Daily Exit Ticket



Image source: www.communicationHall.ca.uk

Authentic Audiences

Student Connection with Authentic Audiences

- Who will students share their product with and what does that interaction look like?
- What preparations need to be made for sharing out and for students to be prepared?

Authentic Audience:

The goal is to present their research and product to Young Doctors of DC and to members of the French Embassy. At minimum, final products will be on YouTube, social media or on the school web site as an authentic audience. Additional opportunities will be added dependent on, the projects students complete and the ability to obtain permissions to display the projects.

Student Reflection

How will students reflect on their growth and learning after the project? (journal, small group discussion, fishbowl discussions etc.)

Students will complete a reflective electronic journal entry answering the driving questions which will be completed either on Canvas in their ePortfolios, in their One Note, or on MS Forms.

Teacher Reflection

(To be completed after the project)

What am I proud of from the project? Describe a highlight moment. I really enjoyed how the students made connections regarding health care facilities and types around the Francophone world.

How did my students grow during the project (think about core content, global competence and personal growth)? My students were able to investigate health care around the world. They were also able to communicate ideas and take action through the creation of an Infographic.

What would I change or improve for next time? I would have the students research, invite, and interview some experts from Francophone countries.