

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on [GeorgiaStandards.Org](http://GeorgiaStandards.Org).

## Modern Languages Level II Unit 2 Healthy Living

### How to Use this Unit

This unit was developed using the principle of beginning with the end in mind. In other words, the end-of-unit assessments were developed first, based on the current Georgia Performance Standards for Modern Languages. Those standards were developed and adopted in 2002 and can be accessed in their entirety at the following URL:

[www.georgiastandards.org](http://www.georgiastandards.org)

To use this unit, follow these steps:

1. Read over the unit in its entirety.
2. Decide which of the **Summative Performance-based Assessment Tasks** you will use to assess student performance at the end of the unit.
3. Based on that choice, review the **Interdisciplinary Instructional Tasks**, decide which ones you will use, and in what order.
4. Review your draft unit plan, the **Standards and the Corresponding Essential Questions**, and the **Content Structures and Cultural Information Needed for this Unit**. Identify any standards that are not addressed or other gaps in instruction and design appropriate **Interdisciplinary Instructional Tasks** to address those standards and/or instructional gaps.
5. Review the list of **Formative Assessment Tasks** and decide which ones you will use to assess student progress during the unit. Be sure to choose tasks that will reinforce student performance on the **Summative Assessment Tasks**. Design your own tasks as well!
6. Review your entire unit and identify the materials and resources you need to teach it.
7. Have fun teaching a performance-based unit!

**Essential Questions:** How do healthy eating customs differ from culture to culture?

## What students should be able to do:

### Elements

- MLII.IP1A Express needs and preferences.
- MLII.IP1B Express feelings and emotions.
- MLII.IP1C Request help and clarification.
- MLII.IP2A Initiate, participate in, and close an oral or written exchange.
- MLII.IP2C Use gestures and body language to convey and comprehend messages.
- MLII.INT1C Comprehend and follow oral and written instructions.
- MLII.P2B Demonstrate comprehension of material.
- MLII.CCC1B Relate information acquired in other subjects discussed in the language class, such as the metric system.
- MLII.CCC3B Use level-appropriate idiomatic expressions in the target language.

## What students should know:

- Vocabulary: Body Parts, Internal Organs, Illnesses and Injuries  
Foods, Food Groups  
Nutrition terms More specific (examples help)  
Healthy Living Practices More specific (examples help)  
Exercise Equipment More specific (examples help)

- Grammar constructions: How many....have/has?  
Do you have...?  
Does he/she have...?  
I have...  
He/she has...  
Is your ....?  
Does your...hurt?  
My...is  
How long has...hurt?  
Asking for directions  
What are your symptoms?  
Following instructions from the medical office staff

## Summative Performance-Based Assessment 1

Elements: MLII.P2B, MLII.CCC1B

### Summer Camp #1

#### Student Task:

You are working at a summer camp. Your job is to plan healthy meals for Thursday. The camp director has asked you to draw and label a food pyramid. Label the six sections of the pyramid. When you have completed that, create a menu for one complete day that would show a healthy eating lifestyle.

#### Scoring Rubric

##### 3 EXCEEDS EXPECTATIONS

- Draws the food pyramid in the correct proportions, including making it 3-dimensional
- Labels all sections of the food pyramid correctly
- Creates a menu which includes three full meals of only healthy choices

##### 2 MEETS EXPECTATIONS

- Draws the food pyramid in the correct proportions
- Labels all but one section of the food pyramid correctly
- Creates a menu which includes three full meals of mostly healthy choices

##### 1 APPROACHES EXPECTATIONS

- Draws the food pyramid, but not in the correct proportions
- Labels all but two sections of the food pyramid correctly
- Creates a menu which includes three meals but does not show a healthy eating lifestyle

##### U Unsatisfactory

- Little or no attempt made

## Summative Performance-Based Assessment 2

Elements: MLII.P2B, MLII.CCC1B

### Summer Camp #2

#### Student Task:

Use the food pyramid created in Summative Performance-Based Assessment #1 to explain to the camp director why you chose the items you included in your menu for the day.

#### Scoring Rubric

##### 3 EXCEEDS EXPECTATIONS

- Refers to the food pyramid for all of the items included on the menu
- Explains all of the items on the menu
- Pronunciation is free of major errors and is easily understood
- Grammar is free of major errors that would impede understanding

##### 2 MEETS EXPECTATIONS

- Refers to the food pyramid for most (misses only 1 or 2) of the items included on the menu
- Explains most (misses only 1 or 2) of the items on the menu
- Pronunciation errors occur which do not impede comprehension
- Some grammatical errors may occur that may impede understanding

##### 1 APPROACHES EXPECTATIONS

- Refers to the food pyramid for some (misses more than 2) of the items included on the menu
- Explains some (misses more than 2) of the items on the menu
- Pronunciation impedes comprehension
- Major grammatical errors occur that impede understanding

##### U UNSATISFACTORY

- Little or not attempt made

## Summative Performance-Based Assessment 3

Elements: MLII.IP1A, MLII.IP1C, MLII.IP2A, MLII.P2B

### Making an Appointment with the Doctor

#### Student Task:

While in Haiti working as a volunteer for Habitat for Humanity, you do not feel well and need to make an appointment to see a doctor. Tell the doctor's receptionist who you are, at least 4 symptoms you are experiencing, and how long you have had the symptoms.

#### Scoring Rubric

##### 3 EXCEEDS EXPECTATIONS

- Identifies self to the receptionist and includes other identifying information
- Tells the receptionist more than 4 symptoms he or she is experiencing
- Tells the receptionist how long he or she has had the symptoms and what he or she has already done to alleviate the symptoms
- Pronunciation is free of major errors and is easily understood
- Grammar is free of major errors that would impede understanding

##### 2 MEETS EXPECTATIONS

- Identifies self to the receptionist
- Tells the receptionist 4 symptoms he or she is experiencing
- Tells the receptionist how long he or she has had the symptoms
- Pronunciation errors occur which do not impede comprehension
- Some grammatical errors may occur that may impede understanding

##### 1 APPROACHES EXPECTATIONS

- Identifies self by first name only
- Tells the receptionist fewer than 4 symptoms he or she is experiencing
- Fails to tell the receptionist how long he or she has had the symptoms
- Pronunciation impedes comprehension
- Major grammatical errors occur that impede understanding

##### U UNSATISFACTORY

- Little or no attempt made

## Summative Performance-Based Assessment 4

Elements: MLII.IP1A, MLII.IP1C, MLII.IP2A, MLII.P2B

### A Visit to the Doctor's Office

#### Student Task:

The doctor has just come into the examining room where you have been waiting. The doctor asks you about your reason(s) for coming to the office today. He or she will ask you about your symptoms, how long you have had the symptoms, and anything you have done to help alleviate your symptoms. Answer the doctor's questions and listen to his or her advice. If you are unsure of what the doctor instructs you to do, question him or her about it.

#### Scoring Rubric

##### 3 EXCEEDS EXPECTATIONS

- Responds to more than 5 questions from the doctor
- Asks the doctor more than 3 questions about the recommended treatment
- Pronunciation is free of major errors and is easily understood
- Grammar is free of major errors that would impede understanding

##### 2 MEETS EXPECTATIONS

- Responds to at least 5 questions from the doctor
- Asks the doctor at least 3 questions about the recommend treatment
- Pronunciation errors occur which do not impede comprehension
- Some grammatical errors may occur that may impede understanding

##### 1 APPROACHES EXPECTATIONS

- Responds to fewer that 5 questions from the doctor
- Asks the doctor fewer than 3 questions about the recommended treatment
- Pronunciation impedes comprehension
- Major grammatical errors occur that impede understanding

##### U UNSATISFACTORY

- Little or no attempt made

## Interdisciplinary Instructional Tasks

### Interpretive Communicative Tasks

- 1. Understanding labels (Language Arts)**  
Your doctor has prescribed some medicine for your illness. Read the instructions from the medicine bottle. Then answer the questions about the instructions. (FRII-2 Act 1)
- 2. Making an appointment with the doctor (Language Arts)**  
Listen to the recording of Patricia making an appointment to see her doctor. Give an oral summary of the information Patricia provided. (FRII-2 Act 2)

### Interpersonal Communicative Tasks

- 3. What are you eating? (Health, Science)**  
Keep a food journal for one week. Afterwards, categorize the foods according to the USDA Food Pyramid. Work with a partner to discuss whether your overall diet was healthy or not. (FRII-2 Act 3)
- 4. Talking about healthy foods. (Health, Science)**  
You and your friend are trying to eat more healthily. Brainstorm a list of healthy foods that you would eat from each of the pyramid categories. (FRII-2 Act 4)
- 5. Let's "shop" for healthy foods. (Health, Math)**  
Despite being more conscious of healthy eating, the delicious local dishes that your host mother is cooking for you are taking their toll on your waistline. Another friend of yours, who is also an exchange student living with a nearby family, is experiencing the same thing. You two decide that you need to start eating food that is not so fattening. Looking at the supermarket ads, choose 10 items that you will purchase to help your situation. Keep track of the prices so that you can stay within your budget. What will you select? How much will it cost? You may have to convert the prices from US dollars to another currency. (FRII-2 Act 5)
- 6. Body parts #1. (Science)**  
A friend is studying with you at your house. He or she falls and injures him/herself. You decide to call 911. When the EMT's arrive, describe your friend's injuries to them.
- 7. Body parts #2. (Science)**  
Your exchange dad in Haiti is a doctor at the local hospital. All into the TV medical thrillers, you convince him to get you a part-time job in the Emergency Room. Your job there is to brief the attending doctor about the problems of incoming patients. Look at the following descriptions and brief the doctor. (FRII-2 Act 7)

8. **What's wrong with you? (Health, Science, Art)**  
You do not feel well and go the school nurse. Tell her your symptoms.
9. **Dr. Know-It-All #1 (Health, Language Arts)**  
Dr. Know-It-All writes a health advice column in the local newspaper. Write a question to Dr. Know-It-All asking his or her advice about a medical problem you are having.
10. **Dr. Know-It-All #2 (Health, Language Arts)**  
As another part-time job, you are working as an intern at the local newspaper. Dr. Je-Sais-Tout / Know-It-All has asked you to draft a reply to a letter to his health advice column. Use one of the letters that a classmate wrote in activity 9.
11. **A Letter from the hospital (Language Arts)**  
You have received a letter from the hospital about your upcoming appointment. There are several questions in the letter. Respond to the questions. (FRII-2 Act 11)
12. **Telling the school office that your sibling is sick (Language Arts)**  
Your sibling is ill and cannot go to school today. Your parent asks you to inform the school office that your sibling will not be in school, and why.
13. **What are different body parts used for (Science, Health)**  
You are explaining to your younger sibling that different body parts have different uses. Write several sentences that link body parts with actions or senses. For example, I use my eyes to see.
14. **I'm a Mime (PE, Science)**  
You are trying out for a part time job as a mime. Act out various symptoms of illnesses without talking. Your classmates will try to guess what symptoms you are acting out.

### **Presentational Communicative Tasks**

15. **Healthy Living (Health)**  
Using the pictures provided by your teacher, tell your partner which items are good for your health and which items are bad for your health. (FRII-2 Act 15)
16. **Size Wise (Math)**  
Imagine that you are 30 years old and trying to decide if you need to go on a diet or whether you are just paranoid about your weight. Using height and weight charts, determine your ideal weight based on your height and body build. Then, tell the class whether you should go on a diet to gain weight or lose weight, or whether you are ok at your current weight. (FRII-2 Act 16)

- 17. Healthy Eating in \_\_\_\_\_ (name a country) (Social Studies, Health, Computers)**  
You will be traveling to another country this summer. Eating customs, as well as the healthiness of the diet, vary from country to country. Investigate eating customs in one target language country. Report to the class whether you think those eating customs are healthy or not, based on your knowledge of healthy eating habits. (FRII-2 Act 17)
- 18. Where do I get help? (Social Studies, Computers)**  
You will be going to another country for a semester to study abroad. The types of healthcare facilities available vary from country to country. Investigate the types of healthcare facilities available in one target language country. Report to the class the types of healthcare facilities available in that country. (FRII-2 Act 18)
- 19. What body part am I? (Science)**  
You are going to the local elementary school to help the students learn about body parts. Write a short paragraph telling what body part you are. Then read your paragraph to the other students in the class. They will have to guess what body part you are describing.

### **Recommended Formative Assessment Tasks**

Throughout the teaching and learning process, teachers use various methods to determine if their students are “getting it.” In fact, using a variety of assessment activities that address students’ multiple intelligences and learning styles is an intrinsic part of good instruction. The formative assessment activities below are specifically designed to maintain a performance focus throughout the teaching of the unit and to allow teachers to pay attention to the building blocks that are necessary for students to actually *do* the performances at the end of the unit.

### **Communication in the Interpersonal Mode**

- ❑ Work in pairs to create and/or practice simple conversations.
- ❑ Perform a short skit or dialogue for a class, the school or the community.
- ❑ Develop simple conversations based on provided visual cues.
- ❑ Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- ❑ Play games such as charades, Concentration/Memory, Pictionary, Slaps, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.
- ❑ Communicate via mail or the Internet with a pen pal in other classes, other schools in the U.S., or countries where the target language is spoken.

- ❑ Send and respond to simple invitations.
- ❑ Interview a peer to gather information to fill out a form or complete a simple survey.
- ❑ Work in pairs or in groups to retell a story that has been presented.
- ❑ Give and/or follow simple directions.
- ❑ Simulate a real-world task such as conducting a basic telephone conversation, purchasing a ticket, ordering a simple meal, making a hotel reservation, etc.
- ❑ Work in pairs or groups to create illustrations that indicate comprehension of a story, description, or sequence of events.
- ❑ Work in pairs or groups to compare, complete or describe a picture.
- ❑ Respond with gestures or body language, such as using Total Physical Response (TPR) activities.
- ❑ Work in pairs or groups to describe something or someone, such as a famous person, a mystery person, a suspect in a crime, their room at home, etc.
- ❑ Work in pairs or groups to plan an event, such as a party, trip, meeting, etc.
- ❑ Work in pairs or in groups to do peer correction such as simple editing or improving a written presentation.
- ❑ Work in pairs or groups on an Internet task such as a Web Quest.
- ❑ Work in pairs or groups on the Internet to gather information for a presentation, such as a report on weather, current events, a famous person, etc.
- ❑ Work in pairs on dictation activities.
- ❑ Work in pairs or groups to create a simple story or dialogue using pictures, realia, props, etc.
- ❑ Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.

### **Communication in the Interpretive Mode**

- ❑ Complete a Cloze Text activity to indicate listening and/or reading comprehension.
- ❑ Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- ❑ Take dictation.
- ❑ Identify characters, main events, and essential details from a text or listening activity.
- ❑ Participate in a listening comprehension activity that requires problem-solving, such as reacting to a scenario by choosing the solution to the problem or possible courses of action.
- ❑ Listen to a passage and follow a map or diagram.
- ❑ Use a checklist during a listening activity to illustrate comprehension.
- ❑ Evaluate pictures and/or written descriptions based upon a reading or listening activity.
- ❑ Retell a simple story and/or event after having read or listened to a passage.
- ❑ Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- ❑ Create a poster to illustrate something learned, using technology when appropriate.
- ❑ Match pictures with appropriate captions.
- ❑ Match reading passages with appropriate headlines and/or titles.
- ❑ Draw and/or label an illustration such as a house, clock or a map according to verbal or written cues.
- ❑ Match written questions with appropriate answers.

### **Communication in the Presentational Mode**

- ❑ Write simple journal entries in present tense.
- ❑ Create a poster with captions that illustrates something learned, such as a family tree.
- ❑ Produce a simple brochure or schedule, using technology when appropriate.

- ❑ Write a short, simple story using technology when appropriate.
- ❑ Create a PowerPoint presentation that illustrates something learned.
- ❑ Develop a web page. Topics may include information about the target culture(s), foreign language programs, games, songs, art, etc.
- ❑ Develop a Web Quest (inquiry-based activity).
- ❑ Create a game that illustrates something learned, using technology when appropriate.
- ❑ Create and present simple dialogues, skits, easy poems and/or songs.
- ❑ Create short video clips, such as simple commercials or short weather reports, etc.
- ❑ Develop and present a simple fashion show.
- ❑ Give short presentations on familiar topics.
- ❑ Describe a picture, person, object, route, etc.
- ❑ Give directions and/or create a “how to” list.
- ❑ Give a weather forecast or report.
- ❑ Compare and differentiate between pictures in a simple way.
- ❑ Present simple information gleaned from tables, maps, or graphs.
- ❑ Create and present a group-generated story based on written cues.

**Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparisons of Language and Culture**

- ❑ Compile a directory of resource persons.
- ❑ Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- ❑ Identify cultural differences such as animal sounds and onomatopoeia.
- ❑ Exchange video and/or audiotapes with a school in the target culture.
- ❑ Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.

- ❑ Produce crafts and/or artwork that are representative of the target culture(s).
- ❑ Find cognates in culturally authentic materials.
- ❑ Illustrate proverbs, poems and idiomatic expressions, using technology when appropriate.
- ❑ Examine a culturally authentic object and relate its function.
- ❑ Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- ❑ Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- ❑ Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.
- ❑ Create and illustrate a folktale, fairy tale, or legend based on culturally appropriate themes.
- ❑ Create a chart comparing cultural products, practices and perspectives on current events.
- ❑ Examine school schedules that are typical of the target culture(s).
- ❑ Research airfares and hotel costs for a short trip to a country where the target language is spoken and prepare a simple budget.
- ❑ Compare advertisements or commercials for a given product.