

# Unit 3: Le Passe-temps

Content Area: **World Language**  
Course(s): **French I**  
Time Period: **4 weeks**  
Length: **4 Weeks**  
Status: **Published**

## Unit Overview

---

Students will express their likes and dislikes using vocabulary on past times and also explain their hobbies and time spent during their free time. Students will use invitations and expressions to invite others and decline and accept invitations.

## Transfer

---

By the end of this unit, students will be able to:

1. Express likes and dislikes and preferences
2. Express hobbies and interests in detailed sentences
3. Compare/contrast activities between target culture and American culture.
4. Invite, accept and decline invitations
5. Use adverbs to express how much you like to do something.

## MEANING:

---

## Understandings

---

Students will understand:

1. Cultural activities in target culture and the comparison to their own culture.
2. How to explain their likes and dislikes.
3. How to express their past times using detailed sentences.
4. Explain how much you like to do something.

## **Essential Questions**

---

1. What activities do you like and not like to do?
2. What activities do others like and not like to do?
3. How do you ask others about their likes and dislikes in terms of activities?
4. What hobbies and past times do I spend most of my time doing?

## **APPLICATION OF KNOWLEDGE AND SKILL:**

---

### **Students will know...**

---

Students will know:

1. Names of activities
2. Expressions of like and dislike
3. Infinitives
4. Negatives
5. Expressions of agreement and disagreement
6. Conjugations of -er verbs
7. How to extend, accept and decline an invitation.
8. How the French spend their past time.

### **Students will be skilled at...**

---

Students will be skilled at:

1. Labeling activities
2. Expressing likes and dislikes.
3. Expressing agreement and disagreement.
4. Extending, accepting and declining invitations.

5. Comparing favorite activities of French speaking teenagers with those of the United States.

6. Using negative expressions.

## **Academic Vocabulary**

---

Refer to page 102 of *T'es Branche* for vocabulary

## **Learning Goal**

---

Students will compare and contrast leisure time activities between France and the US. Students will identify activities in the target language and explain their likes and dislikes. Students will give a description of their daily routine using conjugations of -er verbs to tell about their everyday schedule.

WL.7.1.NM.A.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.C.6	Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second - language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.C.L.1.a	Make lists.
WL.7.1.NM.C.L.1.b	State needs and preferences.
WL.7.1.NM.C.L.1.c	Describe people, places, and things.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on

others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

### **Target 1 - Level 1 Retrieval**

---

SWBAT:

1. Identify vocabulary related to activities
  2. List activities that one likes and does not like
  3. Use expressions of like and dislike
  4. Use expressions of agreement and disagreement
- 

### **Target 2 - Level 2 Comprehension**

---

SWBAT:

1. Diagram the differences and similarities between French speaking teens' favorite activities.
  2. Respond to questions about past times and hobbies.
  3. Ask about and state preferences and agree/disagree
  4. Extend, accept and decline invitations.
- 

### **Target 3 - Level 3 Analysis**

---

SWBAT:

1. Compare and contrast likes and dislikes of French speaking teens with those of the United States
  2. Analyze and explain why certain things might be popular in certain regions vs other regions
  3. Give detailed descriptions on past times including likes/dislikes.
- 

#### **Target 4 - Level 4 Knowledge Utilization**

---

SWBAT:

1. Read about and research the characteristics of a normal day for a French-speaking teenager and compare with that of a teen in the United States
  2. Describe in writing and in speaking what your normal routine is like using activities, interests, negative expressions and adverbs.
- 

#### **Summative Assessment**

---

1. Mid-unit quizzes (given after sufficient material has been presented and formatively assessed)
2. End of unit exams
3. Mid or end of unit projects
4. Class presentations
5. Research reports

#### **Formative Assessment and Performance Opportunities**

---

1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Dictation exercises
9. Question and answer
10. Choral response
11. Teacher observation
12. Short activities produced by teacher and/or students

## **Differentiation / Enrichment**

---

### **DIFFERENTIATION:**

1. Students will be strategically seated in an area of the classroom where distraction is minimal, enabling better focus on the lesson
2. Small group learning activities will be monitored for appropriateness of grouping and responses in the group. Grouping will be managed as necessary to provide modeling reinforcement and comfort of participation.
3. Graphic organizers, outlining, and other note-taking techniques will be presented to help students better comprehend text, class lectures, and discussions
4. Provide accommodations for individual learning styles

### **ENRICHMENT:**

1. Provide students with supplemental resources to expand knowledge base and create experiences for deeper learning
2. Expand and extend concepts, theories, ideas, relationships, and generalizations
3. Provide opportunities to utilize learned material at a higher knowledge level

## **Unit Resources**

---

1. Textbook - T'es Branche Level 1 (Print and online)
2. Online practice workbook
3. Writing, audio, and visual workbook
4. Leveled vocabulary and grammar workbook
5. Teacher resource book
6. Audio CD
7. DVD series
8. Short texts
9. Informational texts