

# Unit 03: Passe-temps

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 3

<b>Unit Title:</b>	<b>Passe-temps</b>
<b>Suggested Duration:</b>	<b>3 weeks</b>

## Interdisciplinary Connections

Interdisciplinary Connections
<p><b>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</b></p> <ul style="list-style-type: none"><li>▪ <a href="#">Grades 9-10</a></li><li>▪ <a href="#">Grades 11-12</a></li></ul>
<p><b>Math Practices:</b> <a href="https://www.nj.gov/education/standards/math/Index.shtml">https://www.nj.gov/education/standards/math/Index.shtml</a></p>
<p><b>Science Practices:</b> <a href="https://www.nj.gov/education/standards/science/Index.shtml">https://www.nj.gov/education/standards/science/Index.shtml</a></p>
<p>Find and paste appropriate <u>Companion Standards or Practices</u> here.</p>

Sociology: differences between cultures with sporting events

## Technology Integration

Technology Integration
<p>Northern supports the integration of the <a href="#">SAMR Model</a>: a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.</p>

Teacher created Google slides

Active Boards

Quizlet

Google classroom family/student connection

Episodes of Peppa Pig, le Petit Nicolas in French

**Internet websites:**

1. Sur Lepointdufle <https://www.lepointdufle.net/>
2. Studiodefances.com: [http://www.studiodefances.com/?page\\_id=9](http://www.studiodefances.com/?page_id=9)
3. Podcastfrançaisfacile <https://www.podcastfrancaisfacile.com/>
4. Tolearnfrench.com <https://www.tolearnfrench.com/lessons/dialogues.php>
5. Laits.utexas <http://www.laits.utexas.edu/fi/html/toc/00.html>
6. Francebienvenue explications sur la langue avec des dialogues <https://francebienvenue1.wordpress.com/le-francais/>
7. Françaisfacile.com <https://www.francaisfacile.com/cgi2/myexam/liaison.php?liaison=dialogue>
8. <https://www.francaisavec pierre.com/> Français avec Pierre
9. Frank Sprog <https://www.franksprog.dk/>
10. Gabfle <http://gabfle.blogspot.com/>
11. Audio Lingua ( tous les thèmes short recordings <https://www.audio-lingua.eu/spip.php?page=themes>
12. Lingua.com ( textes for beginners) <https://lingua.com/french/reading/>
13. Schoolshape <https://french-resources.org/>
14. Apprendre le français avec TV5 <http://apprendre.tv5monde.com/>
15. Tous les thèmes possibles avec plein d'exercices le baobab bleu <https://lebaobabbleu.com/>
16. <https://www.youtube.com/c/LearnFrenchWithFrencheezi> Learn French with frencheezi
17. <https://www.commeunefrancaise.com/welcome?youtube> Comme une française
18. Vocabulaire French and English subtitles <https://www.youtube.com/watch?v=200ju9pB-PU&t=6s>
19. Dialogue French and English with subtitles 123dialogues.com <https://www.youtube.com/watch?v=MSz1NR3C6nY&t=22s>
20. <http://fleuh.fr/> (comprehension écrite orale grammaire et vocab tous les niveaux)
21. [https://www.youtube.com/watch?v=qTB\\_-J6DmlM](https://www.youtube.com/watch?v=qTB_-J6DmlM) Journal en français facile
22. C'est à toi internet resources <http://irc.emcp.com/ircfiles/French2e/>
23. Dictionary/sound and image : listening and speaking <http://www.languageguide.org/french/vocabulary/>
24. <https://www.youtube.com/watch?v=3bvD1bMaBsA> Le Monde des Titounis
25. Lingolia : vocabulary of various units with pictures and grammar with exercices <https://francais.lingolia.com/fr/grammaire/les-temps/limparfait/exercices>
26. <https://fr.islcollective.com/> (printables)
27. <https://innerfrench.com/videos/>

28. <https://www.lasouris-web.org/primaire/francais-lecture.html> Livres (lectures) gratuits et activités/jeux interactifs.
29. Idées week-end avec la quotidienne (youtube)  
[https://www.youtube.com/results?search\\_query=idees+week+end](https://www.youtube.com/results?search_query=idees+week+end)
30. many dossier /topics that has combined various websites from different websites  
<https://ticsenfle.blogspot.com/>
31. [https://www.youtube.com/channel/UC26fqIs836AbDW3E5\\_c9UIg](https://www.youtube.com/channel/UC26fqIs836AbDW3E5_c9UIg) Ccube academy ( Conversational French beginner and intermediate)
32. <https://coffeebreaklanguages.com/coffeebreakfrench/> Coffee Break French
33. <https://savoirs.rfi.fr/fr/apprendre-enseigner> Apprendre et enseigner le français avec rfi
34. <https://www.youtube.com/hashtag/frenchpod101>
35. <https://www.youtube.com/watch?v=hZyc5sL9zxQ> Apprendre le français avec Vincent

## **Standard(s) Addressed**

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### **Standard 7 World language**

7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

### **Standard 7 Climate Change Education ( world language)**

7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

## Standard 9 Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy. The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage

WL.IL.7.1.IL.IPERS	Interpersonal Mode of Communication
WL.IL.7.1.IL.IPRET	Interpretive Mode of Communication
WL.IL.7.1.IL.PRSNT	Presentational Mode of Communication
WL.IL.7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
WL.NH.7.1.NH.IPERS	Interpersonal Mode of Communication
WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET	Interpretive Mode of Communication
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

### **STAGE I Desired Results**

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<b>STAGE I Desired Results</b>
<b><i>Objective (Transfer)</i></b>
<i>Students will be able to independently use their learning to...</i>

- Label and list name of sports and leisure time activities.
- Ask and give information about sports and leisure time activities.
- Talk about abilities and talents.
- Express like/dislike and preferences.
- Compare and contrast cultures.
- Invite someone to do something and respond to invitations positively or negatively

**Mastery**

Enduring Understanding

*Students will understand that...*

- An ability to communicate in another language fosters a better understanding of my own language and culture.
- Learning other languages enables an individual to participate in multilingual communities.
- The purpose of language study is to communicate so I can understand others and they can understand me
- Custom and tradition vary within a culture, as well as between cultures
- Global citizenship requires an ability to communicate in more than one language

Essential Questions

- What makes us different from each other? Likes and dislikes.
- How does where we live influence our daily lives and activities?
- What can we learn about our own language and culture from studying another?
- How does what I do in my free time compare to that of a teenager in France?

**Acquisition**

*Students will know . . .*

- Key vocabulary and structures to make short conversations about their leisure time and sports, such as: *j'aime le football américain, je préfère le volley, je*

*Students will be skilled at . . .*

- Express likes and dislikes in simple sentences using the correct forms of the verb: aimer, préférer, and détester.

*n'aime pas le ciné (cinéma), aller au resto, aller à la plage, aller à la boum, aller au ciné, aller au concert, aller chez mes amis*

- ER verbs in their infinitive and conjugated forms in the present tense of the indicative used to express leisure and sport activities, such as: *aimer, préférer, jouer, nager, danser, téléphoner, parler, regarder, écouter, skier...*
- Prepositions with *jouer à* and *faire de*
- Rule of verbs and their conjugation : “deux verbes qui se suivent, le premier est conjugué, le deuxième se met à l’infinitif, such as: *J’aime étudier, j’aime un peu nager, je n’aime pas faire du roller...*
- Futur proche: the near future with *aller*
- Cultural notes on Sports in France, such as: *sports and leisure time differ from one place to another. Southern France is known for watersports and the boule or la pétanque (bocci). Soccer and biking are popular in France whereas football and baseball are more popular in the U.S. Importance of private clubs in France in order to practice sports and join a team.*

- Discuss and talk about the differences and similarities between the American and the French sports and leisure times.
- Describe popular sports and some sport events in France such as the big bike race: *Le tour de France, le tennis, la coupe du monde, The pétanque and the surf (south of France)...*
- Ask questions and respond to questions about their personal information related to sports and free time.
- Telling about their future activities and plans using the *futur proche*
- Describe what they do or like to do during certain weather conditions *quand il fait froid, chaud, humide, il neige, etc*
- Politely decline or accept an invitation to do something when someone asks
- Know how to ask someone to do something related to sports or an activity

## STAGE II Assessment Evidence

Practice	Assessments
<p><b>liveworksheets and practices on sports</b></p> <p>Wksht 1</p> <p>Write the number of sport</p> <p><a href="https://www.liveworksheets.com/c?a=c&amp;m=d&amp;l=in&amp;i=sssodo&amp;r=yf&amp;db=0">https://www.liveworksheets.com/c?a=c&amp;m=d&amp;l=in&amp;i=sssodo&amp;r=yf&amp;db=0</a></p> <p>Wksht 2</p> <p>Word search</p> <p><a href="https://www.liveworksheets.com/c?a=c&amp;m=d&amp;l=qh&amp;i=sunsdu&amp;r=hc&amp;db=0">https://www.liveworksheets.com/c?a=c&amp;m=d&amp;l=qh&amp;i=sunsdu&amp;r=hc&amp;db=0</a></p> <p>Wksht 3</p> <p>Write the name of sport</p> <p><a href="https://www.liveworksheets.com/c?a=c&amp;m=d&amp;l=pv&amp;i=dftsdc&amp;r=hy&amp;db=0">https://www.liveworksheets.com/c?a=c&amp;m=d&amp;l=pv&amp;i=dftsdc&amp;r=hy&amp;db=0</a></p> <p>Wksht 4: un peu de sport</p> <p><a href="https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_(FLE)/Les_sports/Un_peu_de_sport_jf2228403ho">https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_(FLE)/Les_sports/Un_peu_de_sport_jf2228403ho</a></p> <p>Wkst 5 : jouer</p> <p><a href="https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_(FLE)/Pr%C3%A9sent_de_l'Indicatif/JOUER_-_Pr%C3%A9sent_de_l'indicatif_hz2613729qr">https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_(FLE)/Pr%C3%A9sent_de_l'Indicatif/JOUER_-_Pr%C3%A9sent_de_l'indicatif_hz2613729qr</a></p> <p>Wkst 6 :Le verbe jouer</p>	<p>Assessment #1: Sports &amp; Activities</p> <p><a href="https://docs.google.com/document/d/16p7azR7PN5UMiU8C0pHULjQ4N8xTa2xuUguMOa6uUc/edit">https://docs.google.com/document/d/16p7azR7PN5UMiU8C0pHULjQ4N8xTa2xuUguMOa6uUc/edit</a></p> <p>Assessment #2: Project about School/Sports</p> <p><a href="https://docs.google.com/document/d/0B8ge7N_dyOHSYTNYUDIKTmF6Wnc/edt?resourcekey=0-0NOFIG5nCuuIShfKdeuK_g">https://docs.google.com/document/d/0B8ge7N_dyOHSYTNYUDIKTmF6Wnc/edt?resourcekey=0-0NOFIG5nCuuIShfKdeuK_g</a></p>

<https://www.liveworksheets.com/c?a=c&m=d&l=bv&i=ufdfoxn&r=qz&db=0>

Wkst 7: Negation and practice :

Liveworksheet ( individual work )

<https://www.liveworksheets.com/c?a=c&m=d&l=xk&i=udtoss&r=qx&db=0>

Wkst 8: dire ce qu'on aime et ce qu'on aime pas

<https://www.liveworksheets.com/dz1624692dy>

Qu'est-ce que tu aimes ? C'est à toi wksht

[https://drive.google.com/open?id=13T3\\_IKEP76t6YzRTUZWNox-ITBxDRQ6h&authuser=0](https://drive.google.com/open?id=13T3_IKEP76t6YzRTUZWNox-ITBxDRQ6h&authuser=0)

Wkst 9: les sports

[Sport interactive activity \(liveworksheets.com\)](#)

Wksht 10: les articles définis

- <https://www.liveworksheets.com/c?a=c&m=d&l=fi&i=uctcusu&r=xz&db=0>
- <https://www.liveworksheets.com/c?a=c&m=d&l=vq&i=ucctsd&r=gu&db=0>
- <https://www.liveworksheets.com/c?a=c&m=d&l=xc&i=ucsonsd&r=qx&db=0>

Google slide for practices in pairs

<https://docs.google.com/presentation/d/1b0ZFk2GyHD43FhcPNdShu3GzV5uEUyRWvbWhc8NSGkA/edit#slide=id.gaa3a1b>

[2d6d\\_0\\_77](#)

Alexa : le verbe faire :

<https://www.youtube.com/watch?v=XkLff75OydY>

Wkst 11: liveworksheet: le verbe faire

<https://www.liveworksheets.com/df468585px>

Wkst 12: liveworksheet le verbe faire

<https://www.liveworksheets.com/hz1271597in>

Wkst 13: liveworksheet le verbe faire

[https://www.liveworksheets.com/c?a=c&m=d&l=hq&i=xxctuz  
&r=nk&db=0](https://www.liveworksheets.com/c?a=c&m=d&l=hq&i=xxctuz&r=nk&db=0)

Video: sports and faire

[https://www.youtube.com/watch?v=Ch25\\_tg9g8Y](https://www.youtube.com/watch?v=Ch25_tg9g8Y)

Google document: faire and sports

[https://docs.google.com/document/d/1ZNjjkkpR00\\_NKvQ6m  
MaMZAQ-8MmVP5hbt8G1zjiKoG8/edit](https://docs.google.com/document/d/1ZNjjkkpR00_NKvQ6mMaMZAQ-8MmVP5hbt8G1zjiKoG8/edit)

Les sports au collège ( Vidéo- Adomania)

<https://www.youtube.com/watch?v=9znPTBVjb-Y>

Teacher's google slide: New expressions using Faire :

[https://docs.google.com/presentation/d/1q\\_w\\_nETZKTIpacEm  
RP72hxx\\_tLRcN1hUwytNiH3QVbU/edit#slide=id.p](https://docs.google.com/presentation/d/1q_w_nETZKTIpacEmRP72hxx_tLRcN1hUwytNiH3QVbU/edit#slide=id.p)

Video comparing Jouer and faire

<https://www.youtube.com/watch?v=VZ4ZxWrAsCY>

Video Coffee Break : Ton sport préféré

<https://edpuzzle.com/assignments/601202fcfa45ba42527655c8/watch>

Sports and equipments (pdf)

<https://drive.google.com/open?id=1UNImw2KefqqwWaQuwIMZkZF3WvnRLhuO&authuser=0>

### Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment). All courses follow a [balanced assessment system](#) with Practice and Assessments.

- Provide multiple choice answers or Word banks
- Repeat or rephrase instructions if needed
- Breaking up matching sections
- Allow extra time on assessments
- Special seating (away from distractions)
- Reduce the number of problems on a page
- Allow for presentational assessments to be given alone with teacher (not in front of class)
- Allow for spelling errors

## STAGE III Learning Plan

### STAGE III Learning Plan

Organize plan by weeks

Week 1

- Make a list of sports played at Northern in French
- Conjugate the verbs pratiquer and aimer
- Teacher writes sentences with both verbs aimer and pratiquer using positive and negative
- Incorporate adverbs such as beaucoup, bien, un peu
- Review pratiquer + le/la/les/l'
- Explain the verb jouer with the preposition à used with sports and give examples
- Give positive and negative examples in all forms
- Make a list and give opinions of sports -le rugby, c'est agressif!
- Recall when you do certain sports

<https://docs.google.com/document/d/1Gu3k9QiH6ZwgA3ND42844QLlFa2ATtgg93icC1NSIOs/edit>

[https://docs.google.com/document/d/1CZfPCllyFq0N45tcCkyyWjnkBUXMwVSed\\_FwmFCt9oA/edit?usp=sharing](https://docs.google.com/document/d/1CZfPCllyFq0N45tcCkyyWjnkBUXMwVSed_FwmFCt9oA/edit?usp=sharing)

[https://docs.google.com/document/d/11Z7LsKr72\\_wfRRpXG7hOeD8vKzC73zg2secBn6gZ9Fc/edit?usp=sharing](https://docs.google.com/document/d/11Z7LsKr72_wfRRpXG7hOeD8vKzC73zg2secBn6gZ9Fc/edit?usp=sharing)

## Week 2

- Review pratiquer with PPT through interpersonal activity
- Introduce/recall the verb faire with weather and conjugate je/tu/il/elle subject pronouns
- Make a list of activities using the verb faire that students recognize (cognates) with faire + de and explain contractions
- Do reading with faire and asking questions with Qu'est-ce qu'il/elle fait? Tu fais?
- Equipment used with different activities
- Use Jamboard to answer question Qu'est-ce que tu aimes comme activité?
- Teacher writes and models sentences using faire + de expressions with certain activities using PPT.
- Compare faire vs jouer with sports

<https://docs.google.com/document/d/1Xm4CSMDkOuTEbo7CF1CBJfUMyquVrxcCtVcF0pzWzoI/edit>

<https://docs.google.com/document/d/1R9Wiyb-zWl0yiDlv4h7MOvpQ98bsJxgH4sOu3gpWTJA/edit?usp=sharing>

### Week 3

- Students brainstorm what activities they enjoy doing (cooking, reading, playing sports, etc)-Can they recall the words in French by coming to the board and writing them?
- Make a list for students
- Listen to John Demadeo song and have students recognize activities that were said
- Charades activity
- Writing activity discussing what activities they do, like, don't like, etc and when (seasons)
- Inviting someone to do something-answering positively or negatively
- Writing a postcard activity

[https://docs.google.com/document/d/14Xy1TEGFM\\_R3R8cPTIEUDmmW02EmqaDF\\_XTQfb1Zdc0/edit](https://docs.google.com/document/d/14Xy1TEGFM_R3R8cPTIEUDmmW02EmqaDF_XTQfb1Zdc0/edit)

[https://docs.google.com/document/d/1rTuO6sr8qna6wLudiAciXeHxxJfN2oo\\_B8HuV\\_HxQ80/edit](https://docs.google.com/document/d/1rTuO6sr8qna6wLudiAciXeHxxJfN2oo_B8HuV_HxQ80/edit)

[https://docs.google.com/document/d/1e\\_gax0W\\_X8Hna1LDABSTei7Osd59Yo7kUCmXFZHLrRA/edit](https://docs.google.com/document/d/1e_gax0W_X8Hna1LDABSTei7Osd59Yo7kUCmXFZHLrRA/edit)

### Modifications

#### How are the activities modified/differentiated? (i.e.: abridged text)

- Repeat and rephrase directions
- Verbal cues as reminders to stay on task
- Reduce volume of the assignment
- Keep questions in the order for any reading comprehension activity
- Break material into small parts
- Allow students to work with responsible partner
- For crosswords, provide word banks

## Specific Resources for Unit

Specific Resources for Unit
Attached Affirmative Action Compliance Checklist

Le tour de France game board.

Le tour de France le parcours 2009 :

<http://www.youtube.com/watch?v=IwTUFNMTP-M>

Liveworksheets

French magazines such as Scholastic and Paris match.

Notes.

Youtube games and activities on sports

French/ English dictionaries.

Teacher created Google Slides.

C'est à toi by EMC Paradigm

## Diversity, Equity, & Inclusion

<u>Diversity, Equity &amp; Inclusion</u>
NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

## Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

Use of technology throughout lessons on a daily basis

- WRK.K-12.P.1 Act as a responsible and contributing community members and employee.
- WRK.K-12.P.2 Attend to financial well-being.
- WRK.K-12.P.3 Consider the environmental, social and economic impacts of decisions.
- WRK.K-12.P.4 Demonstrate creativity and innovation.
- WRK.K-12.P.5 Utilize critical thinking to make sense of problems and persevere in solving them.
- WRK.K-12.P.6 Model integrity, ethical leadership and effective management.
- WRK.K-12.P.7 Plan education and career paths aligned to personal goals.
- WRK.K-12.P.8 Use technology to enhance productivity increase collaboration and communicate effectively.
- WRK.K-12.P.9 Work productively in teams while using cultural/global competence.

### Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	

Understand simple weather expressions on a daily basis.