

Unit 02: Les passe-temps et les sports

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 2

Unit Title:	Les passe-temps et les sports
Suggested Duration:	12 weeks

Interdisciplinary Connections

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

Sociology: compare and contrast ways of spending leisure time and weekends

Geography: places to go, transportations.

Physical Education: sports and activities

Technology Integration

Technology Integration
Northern supports the integration of the SAMR Model : 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.

Teacher created Google slides

Active Boards

Quizlet

Google classroom family/student connection

Episodes of Peppa Pig, le Petit Nicolas in French

<http://www.youtube.com/watch?v=R0Qk6dTdN4Y&feature=related> Bonne Journée

Internet websites:

1. Sur Lepointdufle <https://www.lepointdufle.net/>
2. Estudiodefances.com: http://www.estudiodefances.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 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=3bvDlbMaBsA> Le Monde des Titounis
25. Lingolia : vocabulary of various units with pictures and grammar with exercises
<https://français.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
30. many dossier /topics that has combined various websites from different websites
<https://ticsenfle.blogspot.com/>
31. https://www.youtube.com/channel/UC26fqIs836AbDW3E5_c9UIg Ccube academy (Conversational French beginner and intermediate)
32. <https://coffebreaklanguages.com/coffebreakfrench/> 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

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.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.

- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues and exchanging information with classmates and others about global issues, including climate change.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

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.NH.7.1.NH.IPERS	Interpersonal Mode of Communication
WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NH.7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's

	community and/or different regions in the United States.
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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

STAGE I Desired Results
<i>Objective (Transfer)</i>
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • List and label indoor and outdoor sports, individual and collective sports. • Learn specific vocabulary for nouns and verbs for national sports : American football, soccer, tennis, ski, biking, la pétanque, hockey on ice . • List and label , discuss and learn about various leisure and pastimes : <ul style="list-style-type: none"> 1- winter sports (at the mountain) 2- camping 3-summer sports (at the beach), le Tour de France, les 24 heures du Mans. 4-amusement parks and rides 5- winter carnival in Quebec 6-film genres and museums/arts 7-Teens outings in France • Describe talents and abilities when choosing activities and sports. • Give information on events in a chronological order using new adverbs. • Ask and give detailed information using new adjectives and simple conjunctions in simple sentences. • Compare and contrast culture. • Accept and decline an invitation

- Propose an outing

Mastery

Enduring Understanding

Students will understand that...

- Communication is the ability to understand and be understood in real world contexts.
- Language and culture are mutually independent.
- Learning languages provides connections to additional bodies of knowledge.
- Learning languages allows students to realize there are multiple ways of viewing the world.
- Language students have the ability to participate in multilingual communities.

Essential Questions

- How does what I do during my leisure time tell me about myself?
- How does where we live influence our choices of pastimes?
- What are some similarities and differences between a French teenager and an American teenager related to leisure time and activities?
- How does our choice of sports/activities reflect our personality?
- What are similarities and differences between the French and American major sports and vacation activities?

Acquisition

Students will know . . .

- Key vocabulary and varied verbs pertaining to leisure time during a vacation and on weekends (picnics, parks, movies, concerts, zoo...) such as: visiter, rendre visite à, se promener, s’amuser, s’entraîner, trainer, s’éclater, se détendre, pique niquer, lire, dormir, sortir,...
- Key vocabulary pertaining to leisure time and activities related to reading materials such as: roman, journal, bande

Students will be skilled at . . .

- Label and describe their favorite leisure time and sports
- Talk and ask about their abilities, like and dislike of winter and summer sports.
- Name the different activities and rides in an amusement Park

dessinée (BD), roman, magazine...

- Key vocabulary pertaining to leisure time and activities related to TV shows and genre of films, such as feuilleton, jeu télévisé, émission, série, film d'aventures, film d'épouvante, un drame, une comédie....

- Key vocabulary related to extreme sports such as : faire de l'escalade, faire du vélo, faire de la randonnée, faire du camping, faire du ski nautique, faire de la plongée sous- marine, faire du canoë, faire de la voile, faire de la planche à voile, faire de la luge, faire du kitesurf, faire du saut à l'élastique, faire de l'accrobranche, faire du modélisme, faire du parachute, faire du parachute ascensionnel, faire du jet ski...

- Key vocabulary related to amusement park and carnivals such as : la fête foraine, le carnaval, la foule, les manèges, la sensation forte, la chute libre, le guichet, le ticket, le billet, faire un tour de montagne russe, faire un tour de manèges, faire un tour de grande roue, monter dans les autos tamponneuses, heurter tout le monde, jouer aux jeux d'adresse, une voyante, une consultation, les miroirs déformants, l'arcade...

- Key vocabulary pertaining to various places, such as : la campagne, la montagne, le lac, la rivière, la ferme, la ville, l'île.

- Key vocabulary pertaining to means of transportations, such as : en bateau, en voiture, en bus, en train, en avion...

- Label and describe their favorite TV shows.

- Label and describe their favorite books and reading materials.

- Label and describe a day at a camp.

- Describe and sequence events using adverbs and transitional words.

- Propose and give suggestions on how to spend your leisure time effectively.

- Contrast and compare their weekends and their leisure time amongst themselves.

- Contrast and compare their leisure time after school and on weekends with those of a French teenager.

- Conjugate in the present and in the near future the irregular and regular verbs.

- Apply prepositions correctly before places.

- Apply prepositions correctly before transportations.

- Apply plural/singular of nouns and adjectives ending with "al."

- Apply correctly adverbs expressing time..

- Key vocabulary pertaining to camping, such as: *une tente, planter/installer la tente, les piquets, le feu, des allumettes, ramasser des branches, une lampe de poche, un sac de couchage, la pêche, la randonnée, au terrain de camping, au bord du lac etc...*

- Prepositions before transportations.

- Irregular plural forms of nouns and adjectives such as: *animal/animaux, journal/journaux, carte postale/cartes postales...*

- New adverbs to express time and frequency such as: *tout d'abord, puis, ensuite, après, finalement, premièrement, deuxièmement, chaque fois, toujours, jamais...*

- Conjugation of the learned verbs in the present tense and the near future.

- Expressions of time with *depuis* and *il y a*.

Cultural notes on sports and leisure activities :

- French are in general like Americans when it comes to sports. Major annual sports are tennis, soccer, and bike, rallies and car races.

- During the big holidays and breaks French teens like to go skiing or camping or hiking.

- Express appreciation of others' choices.

- Discuss and talk about the differences and similarities between an American and French teenager when choosing sports on vacation.

- Name the most practiced sports in France and compare to the one in the U.S.

- Apply and use correctly the partitive articles before the name of sports.

- Identify gender of words by looking at the partitive articles.

- Talking about future planning using the near future tense.

○ History of : Le tour de France, La Coupe du Monde, Paris-Dakar, Le Tennis, La Pétanque et Les 24 heures du Mans.

○ History of 2 famous parks in Paris: *Parc Astérix and Euro Disney*.

○ History of the Carnaval de Québec.

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<p><u>Week 1: label and review sports. Sort out individual, collective , indoor and outdoor sports, jouer and faire</u> (Oral assessment on school unit)</p> <p>Review sports</p> <p>Google Doc : trouve les 15 sports : mots cachés</p> <p>Liveworksheet: trouve les 15 sports et les 5 différences</p> <p>PDF Complete word search on “sport d’équipe ou individuel?”</p> <p>Liveworksheet : sports cachés . Sport individuel ou d’équipe?</p> <p><u>Week 2: Sports in contexts , la junior academy, les sports populaires en France , jouer, faire and s’entraîner</u></p>	<p>1- <u>Interpersonal assessment: le temps, la saison d’hiver, les sports d’hiver et les fêtes (La Toussaint , le jour des morts et l’Armistice)</u></p> <p><u>Rubric for interpers</u></p>

[La junior Academy : scholastic article](#)

[Liveworksheet](#)

[Quizlet of sports names](#)

[Les sports les plus populaires en France : google slide](#)

extension

[Les sports variés en France : French super easy \(video and subtitles \)](#)

[Week 3: TV5, le football et le foot , La bonne soupe \(Halloween\) - assessment : jouer /faire et les sports](#)

[Youtube /List as many sports they hear as possible - jot down and share with class .](#)

[Les jeux olympiques à Paris : youtube \(pub\)](#)

[questions/answers au collège : youtube Adoramia video](#)

Gdoc: liste des sports dans la vidéo Adoramia

<https://docs.google.com/document/d/1GwkhBlafqoCh35XAbqWuhSUqB8wYL3BEctTfVWYG9GU/edit>

[Assessment : jouer \(à\) / faire \(de\) / sports names](#)

Le football américain

[Text reading and comprehension:](#)

**onal
assessment
nt**

**2- Winter
sports
and
activities**

**Vocabula
ry list,
writing a
paragrap
h about
the
cultural
winter
carnival,
reading
about
winter
olympics .**

**3-
Listening
comp
assessme
nt : à la
plage .
Teacher
's copy**

**Students'
copy**

**4-
Assessme
nt
listening
and
vocab list
: au parc
d'attracti
ons .
Vocabula**

[Le football américain](#)

[Liveworksheet: the vocabulary of le football américain](#)

[Google slide : Describe what you see using new vocabulary](#)

Optional practices on La Pétanque

[La pétanque: youtube](#)

[Edpuzzle of another video on the rules : play edpuzzle live](#)

[Liveworksheet : les règles de la pétanque . questions à choix multiples](#)

[Liveworksheet:](#)

[Replace the word in bold by a logical one](#)

[Week4: National French week /NJEA convention](#)

[Week 5: Anaïs Caradeux et Peppa Pig la montagne blanche](#)

Les sports d'hiver

[Anais Caradeux Youtube](#)

[Interview with Anais Caradeux](#)

[Youtube](#)

[PDF :Article on Anaïs Caradeux](#)

[ry and listening comprehension . Teacher's copy](#)

5- [Interpersonal assessment: les sorties \(parc d'attractions et films/musée\)](#)

[Rubric](#)

6- [Assessment : expressions to propose an outing, accept and refuse . Verbs pouvoir, devoir, vouloir, sortir](#)

Additional assessments if needed

[Liveworksheet Anais Caradeux](#)

[Peppa Pig: La Montagne Blanche](#)

[liveworksheet : vocabulaire pre-viewing](#)

[Youtube: La montagne Blanche](#)

[Liveworksheet : post-viewing La montagne blanche](#)

[Week 6: Pigloo, Peppa la luge , Trotro la luge , Thanksgiving](#)

Gdoc: [questions on episode la montagne blanche](#)

[Youtube : Une froide journée \(Peppa Pig\)](#)

[Google Doc: questions on video: une froide journée](#)

[Liveworksheet: une journée froide d'hiver questions](#)

[Pigloo youtube: moi j'aime skier](#)

[Edpuzzle : moi j'aime skier](#)

[Google Doc: Correct the error in the sentences \(moi j'aime skier\)](#)

[Liveworksheet : moi j'aime skier](#)

**[Assessment :
listening comp:
le tennis et les
autres sports](#)**

**[Timed
liveworksheet](#)**

**[Assessment
liveworksheet
listening
comprehension
: la
montagne/le
camping /la
plage](#)**

**[Assessment au
parc
d'attractions:
listening comp
liveworksheet](#)**

**[Teacher reads
the story for
assessment au
parc
d'attractions](#)**

Week 7: le patin à glace , le carnaval de Québec

[Le patin à glace: Peppa Pig](#)

[Youtube](#)

[Liveworksheet: vrai ou faux \(le patinage\)](#)

Le carnaval d'hiver de Québec

[Song lyrics : en amour avec l'hiver](#)

[Youtube: le carnaval de Québec](#)

[Youtube : a maple taffy](#)

[Liveworksheet : vocabulaire : carnaval](#)

[Quizlet : vocabulaire du carnaval de Québec](#)

[Liveworksheet post viewing of Carnaval](#)

[Liveworksheet vocabulaire du carnaval](#)

[Liveworksheet : Histoire de Québec et carnaval](#)

[Liveworksheet: the story and history of Carnaval d'hiver.](#)

[Liveworksheet : translations of sentences of winter activities and sports](#)

Week 8: les festivals et les carnivals assessment le carnaval de Québec

Review of vocabulary of carnaval d'hiver : scattered words

Assessment

Week 9: le parc d'attractions

Quizlet on carnivals and festivals

Liveworksheet : les fêtes autour du monde

Pdf

https://drive.google.com/file/d/136c8QU9jKoVX18Jh1CFhSYQvjrY7rMBG/view?usp=drive_web&authuser=0

Week 8: vocabulary of Beach and assessment on winter activities :

Ala plage / au bord de la mer

Les sports aquatiques: au bord de la mer

Youtube: Peppa soleil mer et neige

Liveworksheet : translations for beach based on Peppa episode

[Liveworksheet : study various beach vocabulary](#)

[Youtube :Peppa à la plage](#)

[Google document vocabulary to complete based on episode or by looking up](#)

[Liveworksheet : à la plage on fait..](#)

[Liveworksheet verb conjugation practice: mettre, porter, prendre](#)

[Liveworksheet verb conjugation faire](#)

[Liveworksheet : à la plage je prends...](#)

[Google document : Reading of Fabien et Caroline à la plage](#)

[Week 8: le camping](#) / Christmas in France (Winter break)

Le camping

[Google document: le lexique du camping](#)

[Practice in liveworksheets: partir, sortir, dormir](#)

[Liveworksheet : faire , prendre, lire](#)

[Liveworksheet boire](#)

[Liveworksheet : Manger , boire, prendre](#)

[Quizlet set : le camping](#)

[Youtube Peppa fait du camping.”vive le camping”](#)

[Youtube Peppa: le camping car](#)

Liveworksheets: Lexique de Noël

<https://www.liveworksheets.com/sv1418451ex>

<https://www.liveworksheets.com/fv1462273xi>

<https://www.liveworksheets.com/vj1423674zh>

<https://www.liveworksheets.com/at2590466gx>

Trotro : le sapin de Noel

<https://www.youtube.com/watch?v=qTsUTOq4Otw>

Peppa pig: 3 episodes

<https://www.youtube.com/watch?v=G42ifkRAPK0>

1 episode : le sapin de Noel

<https://www.youtube.com/watch?v=65RwSPIFnIc>

[Week 9: le parc d'attractions](#)

Assessment au parc d'attractions

Le parc d'attractions

[Google document : vocab on the amusement park.](#)

[Google document : c'est à toi . describe the pictures about amusement park](#)

[Google document : c'est à toi :multiple choice questions on amusement parks](#)

[Edpuzzle : au parc d'attractions](#)

[Liveworksheet sentences to practice le parc d'attractions](#)

[Edpuzzle : Peppa à la fête foraine](#)

[Assessment : Au parc d'attractions \(sentences and vocabulary\)](#)

Week 10- les musées et les films

Les films et les musées à Paris

[Google documant: Une sortie au ciné](#)

[Google document :Reconstruct the invitation conversation](#)

[Google slide : le musée du Louvre et le musée d'Orsay](#)

Le louvre [Visite au musée du Louvre](#)

Musée d'Orsay <https://www.youtube.com/watch?v=0cjb0VrjCRA>

[PDF: les genres des films. C'est à toi](#)

[PDF : Il n'y a pas de démocratie](#)

[Week 11- Interpersonal assessment -le parc d'attractions et les films](#)

[Rubric](#)

Proposer, accepter et refuser une invitation

[Watch the tutorial video on proposing / accepting and refusing an invitation](#)

[Google document to practice](#)

[expressions of accepting and refusing invitations](#)

[Edpuzzle: une sortie au cinéma](#)

[Week 12- listening comp: videos micro chic et loisirs .vocabulary assessment on proposing an outing , refusing and accepting.](#)

[Les loisirs culturels à Paris. Les loisirs des Français.](#)

Les sorties culturelles à Paris

[Liveworksheet: proposer, refuser, accepter](#)

[Assessment \(proposer, accepter, refuser\)](#)

[Youtube: microchic: les sorties et les loisirs en ville](#)

[Google document: vocabulary and questions based on video microchic](#)

[Youtube : les loisirs culturels à Paris](#)

[Google document on les loisirs culturels à Paris](#)

Modifications

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

- Word banks when needed
- Extra time on assessments
- Special seating (away from distractions)
- Read and explain the directions to the student
- Use a highlighter or marker to identify key words, phrases, or sentences

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Week 1: introduction and review sports

- Review vocabulary and sports name crossword/ word search
- TV5 vidéo : interview / parler des sports au collègue
- classify individual and collective sports
- discuss the importance of sports
- Read article from scholastic magazine : la Junior Academy

Week 2: learn the vocabulary related to team sports and watch most popular sports in France

Optional lessons to use :La pétanque

- Read le football américain et learn new vocab.
- Watch the video of the 10 most popular physical activities in France and apply new vocab in the worksheet.
- Watch several videos on Sports in France
- Teacher's created Slide on sports in France
- Make their own slides on a sport / present to class
- Learn about the "Pétanque" video and Edpuzzle
- Review ER verbs , introduce regular RE verbs " perdre"

Week 3 Introduce winter activities >ski and snowboard (Pigloo and Anais Caradeux , la montagne blanche .Review faire , aller

Peppa Pig une froide journée d'hiver (la luge) and patin à glace

Introduce the adverbial expressions (ne ...jamais , souvent, parfois, de temps en temps ...)

- Watch the two episodes of Peppa Pig and learn new vocabulary
- Complete liveworksheets for practice
- Introduce winter sports : Edpuzzle " moi j'aime skier"
- Article on Anais Caradeux
- Peppa Pig video : la montagne blanche
- Review of ER verbs, RE verbs, irregular Faire and Aller

- Assessment (listening comp of sentences in liveworksheet)

Week 4 continue practicing vocabulary of la montagne blanche , all Saints day, day of the dead .

Play trivia questions to celebrate National French Week

- All Saints day (cultural notes)
- National French week trivia questions in groups (games)
- NJEA convention (no school)

Week 5 : le carnaval de Québec: video and various readings and worksheets/ oral assessment (end of marking period Q1)

le carnaval de Québec réview activities , describe a carnival in my town , Thanksgiving

- Watch the winter Carnival in Quebec
- Describe the different winter activities
- Complete liveworksheets about the winter Carnival in Quebec
- Oral assessment for the end of Q1

Week 6: A la montagne/ A la plage

A la plage / au bord de la mer

- Translate sentences to review winter sports
- Practice and review irregular verbs : faire, aller , prendre (apprendre, comprendre)
- Describe and write a collective paragraph about a winter scene
- Watch Peppa soleil, plage et mer
- Learn new vocabulary for summer and beach
- Watch the episode of Peppa à la plage
- Practice liveworksheets for things you take and do at the beach
- Practice irregular verb: mettre
- Introduce summer clothing
- Weather in the summer
- Describe a beach image

Week 7: le camping

- Introduce the vocabulary for camping
- Activities and liveworksheets
- Watch two episodes of peppa (camping)
- Describe the episodes and discuss

Week 8 le parc d'attractions

Le parc d'attractions

- Review verbs and describe their winter break
- Complete liveworksheet about the favorite activities on vacation of French and compare to own vacations
- Learn the new vocabulary for amusement park and apply worksheets
- Edpuzzle: Amusement park (les Legos)
- Reinforcement of vocabulary and structures:(liveworksheets)
- La Ronde à Québec - description d'une image (c'est à toi)
- Edpuzzle : caillou au parc d'attractions
- Assessment : vocabulary and sentences
- Edpuzzle : Peppa la fête foraine

Week 9- les musées et les films

- Une sortie au musée
- Les films et les genres (c'est à toi)
- Il n'y a pas de démocratie (dialogue)

Week 10- Interpersonal assessment -le parc d'attractions et les films

rubric

Week 11- listening comp: videos micro chic et loisirs .vocabulary assessment on proposing an outing , refusing and accepting.

- Micro chic : les loisirs des jeunes
- Les loisirs culturels à Paris

- Les loisirs des Français
- **Assessment (proposer, accepter, refuser)**

Week 12- les loisirs culturels à Paris. Les loisirs des Français.

- Share what they do on the week-end (Monday’s speaking)
- Watch the video : les loisirs culturels à Paris . Discuss and answer questions / learn new vocabulary.
- Read the podcast français facile : les loisirs des Français
- Describe google slide of many activities to review vocabulary
- Watch Youtube les activités préférées des Français

Modifications

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

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

French magazines such as Scholastic and Paris match.

Notes.

Internet (games and activities).

French/ English dictionaries.

Teacher google slides

C’est à toi by EMC Paradigm

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion

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.	

Describe weather everyday in the beginning of each lesson. Compare the weather in my region to other overseas Francophone countries

