

**Course: French 1**  
**Unit 3 - What Do I Like to Do?**  
**(Qu'est-ce que j'aime faire?)**

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## **Stage One - Desired Results**

**Link(s) to New Jersey Student Learning Standards for this course:**

Interpretive (A)

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Interpersonal (B)

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 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.

Presentational (C)

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.  
<https://www.state.nj.us/education/cccs/2020/>

**Unit Standards:**

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

**Transfer Goal:** Students will be able to independently use their learning to communicate with others in the target language about personal preferences and leisure activities in order to create cultural appreciation and establish worldwide connections.

**As aligned with LRHSD Long-Term Learning Goal(s):** Students will be able to independently use their learning to:

- communicate effectively in more than one language in a variety of situations and for multiple purposes.
- demonstrate cultural awareness based on understanding of and respect for other cultures, past and present.
- make connections with other disciplines by applying learning from language class to relevant situations in other classes.
- use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Enduring Understandings

Students will understand that . . .

*EU 1*

learning about the pastimes of different cultures (such as music, sports, food, hobbies) helps one empathize with others and builds tolerance locally and globally.

*EU 2*

one can engage in different activities in various places depending on geography, weather, available time, and money.

*EU 3*

fashion conventions are influenced by many factors, including: activities, climate, self-expression, and cultural identity.

Essential Questions

*EU 1*

- How do the activities that I participate in reflect who I am?
- How do my interests make me unique among my peers?
- How are my habits/hobbies similar to/different from others in the French-speaking world?
- How does food influence what I do in my free time?
- In what ways are hobbies influenced by culture?
- In what ways are food choices influenced by culture?

*EU 2*

- How does geography dictate what activities we can do?
- In what ways does climate affect what activities we can do?
- How do the availability of time and money impact leisure activities?

*EU 3*

- How does what we do determine how we dress?
- How does how we dress determine what we do?
- In what ways does climate affect fashion trends?
- How does what we wear express who we are?
- How does fashion differ from culture to culture?

Knowledge

Students will know . . .

*EU 1*

- vocabulary, expressions, and structures (e.g.: irregular verbs *aller, faire, venir, boire, prendre*, other high-frequency verbs, adverbs of frequency, adverbs of quality, contractions with *de* and *à*, interrogatives,

Skills

Students will be able to . . .

*EU 1*

- express preferences for activities. (A.1-5; B.1-5; C.1-5)
- describe how often/how well they do things. (A.1-5; B.1-5; C.1-5)

negative expressions, question formation, definite, indefinite, partitive articles, verb tenses necessary for expression, etc.) related to:

- music/art/film.
- sports.
- hobbies.
- food. (A.1-5; B.1-5; C.1-5)
- common adolescent hobbies in francophone cultures. (A.1-5; B.1-5; C.1-5)
- food habits of francophone people. (A.1-5; B.1-5; C.1-5)
- various cultural practices of francophone people. (A.1-5; B.1-5; C.1-5)

### EU 2

- vocabulary, expressions, and structures (e.g.: high-frequency verbs, adverbs, contractions with *de* and *à*, prepositions of place, interrogatives, negative expressions, question formation, definite and indefinite articles, verb tenses necessary for expression, etc.) related to:
  - geography/locations specific to leisure activities.
  - seasons.
  - weather.
  - time.
  - spending money / shopping. (A.1-5; B.1-6; C.1-6)
- geography/climate of the francophone world. (A.1-5; B.1-6; C.1-6)

### EU 3

- vocabulary, expressions, and structures (e.g.: *mettre*, *porter*, high-frequency verbs, adjective agreement & placement, demonstrative adjectives, possessive adjectives, definite and indefinite articles, verb tenses necessary for expression, etc.) related to:
  - clothing.
  - accessories.

- identify things they like to eat and explain why. (A.1-5; B.1-5; C.1-5)
- ask and answer simple questions about hobbies and preferences. (A.1-5; B.1-5; C.1-5)
- compare and contrast hobbies and interests in the US and francophone world. (A.1-5; B.1-5; C.1-5)
- identify and describe the foods of francophone cultures. (A.1-5; B.1-5; C.1-5)
- identify and recognize common activities in francophone cultures. (A.1-5; B.1-5; C.1-5)
- compare and contrast various cultural practices, including food practices, locally and globally. (A.1-5; B.1-5; C.1-5)

### EU 2

- categorize places where activities occur. (A.1-5; B.1-6; C.1-6)
- associate activities with seasons/times when they occur. (A.1-5; B.1-6; C.1-6)
- describe weather conditions necessary for outdoor activities. (A.1-5; B.1-6; C.1-6)
- ask and answer questions pertaining to activities, locations, weather, and time. (A.1-5; B.1-6; C.1-6)
- share basic needs (time/money) for activities. (A.1-5; B.1-6; C.1-6)
- exhibit correct identification/usage of money/price. (A.1-5; B.1-6; C.1-6)
- roleplay simple money exchanges relating to leisure activities. (A.1-5; B.1-6; C.1-6)
- report on the geography/climate of target regions. (A.1-5; B.1-6; C.1-6)

### EU 3

- Identify, recognize, and categorize clothing and accessory items. (A.1-5; B.1-5; C.1-5)
- associate clothing with activities and weather. (A.1-5; B.1-6; C.1-6)
- share basic clothing needs for activities. (A.1-5; B.1-5; C.1-5)
- describe what others wear and why. (A.1-5; B.1-5; C.1-5)

- spending money / shopping. (A.1-5; B.1-5; C.1-5)
- cultural dress / fashion trends in francophone countries. (A.1-5; B.1-5; C.1-5)

- associate clothing with culture. (A.1-5; B.1-5; C.1-5)

## Stage Two - Assessment

### Other Evidence:

- Formative and summative assessments
- Reading comprehension activities
- Listening comprehension activities
- Interpretive assessments
- Interpersonal assessments
- Presentational assessments
- Verbal and written responses to stimuli
- Role-plays
- Journal entries

## Stage Three - Instruction

**Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.**

- point to pictures identifying activities (A) (EU 1)
- point to pictures identifying locations/weather (A) (EU 2)
- point to pictures identifying clothing and accessories (A) (EU 3)
- provide descriptions of activities/places/traditions portrayed in pictures (A) (EU 1-3)
- reflect upon cultural readings and related activities (A, M) (EU 1-3)
- provide comprehensible input in order to teach new concepts (A) (EU 1-3)
  - Write & discuss
  - Personalized questions & answers (PQA)
  - Weekend talk
  - Card talk
  - Picture talk
  - Selfie talk
  - Calendar talk
  - Item talk
  - Simple surveys
  - One-word image

- TPRS
- Storyasking/Storyguessing
- Videotalk/Movietalk
- provide worksheets (A) (EU 1-3)
- use the following for vocabulary: images, CI, flashcards, concentration, and crossword puzzles (A) (EU 1-3)
- read about francophone familial and cultural identity including voices from francophone Africa (A) (EU 1-3)
- watch tourism videos from Francophone Africa (A) (EU 1-3)
- respond "oui" or "non" to teacher pointing to various vocabulary pictures (A) (EU 1-3)
- listen to authentic speakers talk about their hobbies and pastimes (EdPuzzle, This is Language, Yabla, Quant à Moi, Babbel) (A) (EU 1-3)
- task other students what activities they like and/or don't like to do (M) (EU 1)
- compare and contrast francophone and US traditions in a class discussion in English (M) (EU 1)
- play class games relating to target vocabulary (i.e. flyswatter, four corners, hotseat, vocabulary BINGO, scrabble, *Kahoot!*, Quizlet, Gimkit, Quizizz, etc.) (M) (EU 1-3)
- listen to heritage speakers talk about their free time (M) (EU 1-3)
- have individuals or pairs ask for information pertaining to free time/interests/traditions (M) (EU 1-3)
- provide pictures or cartoons for students to describe their free time/interests/traditions (M) (EU 1-3)
- compare/contrast/analyse using graphic organizers (M) (EU 1-3)
- listen to authentic music, including musicians from francophone Africa, and justify the use of structures (M) (EU 1-3)
- provide self-assessment activities (M) (EU 1-3)
- complete writing, speaking, and listening exercises and activities (M) (EU 1-3)
- view appropriate videos (in French and English) and related activities including voices from francophone Africa (M) (EU 1-3)
- participate in a gallery walk pertaining to target vocabulary and themes (M) (EU 1-3)
- create and execute a *chasse au trésor* (treasure hunt) to find classmates who share interests (T) (EU 1)
- make a cultural dish from a country in francophone Africa (T) (EU 1)
- create questions about self and others using question words (T) (EU 1-3)
- practice target vocabulary in conversational mode (T) (EU 1-3)
- write a poem describing free time activities (T) (EU 1-3)
- create questions about others using question words (T) (EU 1-3)
- reinforce vocabulary and concepts through art including artists from francophone Africa (T) (EU 1-3)
- write letter(s) as part of a pen-pal exchange established by the teacher (T) (EU 1-3)
- communicate with native speakers via video call (T) (EU 1-3)
- participate in a fashion show pertaining to cultural trends/traditions (T) (EU 3)