

## Pine Hill Public Schools Curriculum

Content Area:		<b>World Languages</b>	
Course Title/ Grade Level:		French II	
Unit 1:	<b>Le monde personnel et familial.</b>	Month:	<b>September</b>
Unit 2:	<b>En ville.</b>	Month:	<b>October-November-December</b>
Unit 3:	<b>Le shopping.</b>	Month:	<b>January-February-March</b>
Unit 4:	<b>Le temps libre.</b>	Month:	<b>April-May-June</b>
BOE Approval Date:		July 17, 2012	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Le monde personnel et familial.		<b>Unit #: 5</b>	
<b>Course or Grade Level: French II</b>		<b>Length of Time: 4 weeks</b>	
<b>Pacing</b>	September		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is your favorite color?</li> <li>• Why is it important to express your opinion?</li> </ul>		
<b>Content</b>	<ul style="list-style-type: none"> <li>• Color</li> <li>• Aspect</li> <li>• Attention getters.</li> <li>• Expressions of opinion</li> <li>• Impersonal c'est</li> </ul>		
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Getting someone's attention.</li> <li>• Making generalizations.</li> <li>• Talking about regular events.</li> <li>• Expressing opinions.</li> <li>• Contradicting a negative statement or question.</li> </ul>		
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Formative: teacher observations, peer conversations, white boards, oral review, homework check, class work check.</li> <li>• Summative: tests, benchmark exams, verbal presentations.</li> </ul>		
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Additional reading, writing assignments and research papers.</li> <li>• Working with a partner or in a group.</li> <li>• Using bilingual dictionaries.</li> <li>• Providing extra time to complete assignments.</li> <li>• Collaborating with an ESL teacher.</li> <li>• Differentiated homework assignments. (Average/challenge)</li> </ul>		
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Comparing aspects of French and English grammar.</li> <li>• Using on-line resources.</li> <li>• History, geography, culture of France/French-speaking countries.</li> </ul>		
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Discovering French Bleu (Textbook/Workbook/video)</li> <li>• Classzone.com</li> <li>• Utxas.edu (on-line French grammar)</li> <li>• Authentic materials (books, on-line resources)</li> <li>• Culture related videos. (Teacher's discovery)</li> </ul>		
<b>2009 NJCCCS</b>			
<b>Standard:7.1.NH.A. (1,2,3,4,5,6)</b>			
<b>Strand(s):</b>			
<b>Content Statement(s):</b>		<b>CPI # / CPI(s):</b>	
<b><u>21<sup>st</sup> Century Themes</u></b>			
Global Awareness	Financial, Economic, Business, and Entrepreneurial	Civic Literacy	Health Literacy

			Literacy				
<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

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Curriculum**

<b>Unit Title</b> En ville.		<b>Unit #: 6</b>
<b>Course or Grade Level: French II</b>		<b>Length of Time: 12 weeks</b>
<b>Pacing</b>	October-November-December	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How would you describe your town?</li> <li>• What are your future plans?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• City places and buildings.</li> <li>• The verb aller</li> <li>• Transportation.</li> <li>• Contractions with à.</li> <li>• Directions.</li> <li>• Ordinal numbers</li> <li>• Neighborhood</li> <li>• Rooms of the house.</li> <li>• Family members.</li> <li>• The expression chez.</li> <li>• Stress pronouns.</li> <li>• The construction noun+de+noun</li> <li>• Possession with de</li> <li>• Possessive adjectives.</li> <li>• Activities:sports, games.</li> <li>• Aller= infinitive.</li> <li>• The verb venire</li> <li>• Contractions with de.</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Describing your city.</li> <li>• Asking and giving directions.</li> <li>• Indicating the floor.</li> <li>• Giving an address.</li> <li>• Describing the exterior and the interior of the house.</li> <li>• Talking about family members.</li> <li>• Describing future plans.</li> <li>• Describing where people are coming from.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Formative: teacher observations, peer conversations, white boards, oral review, homework check, class work check.</li> <li>• Summative: tests, benchmark exams, verbal presentations.</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Additional reading, writing assignments and research papers.</li> <li>• Working with a partner or in a group.</li> <li>• Using bilingual dictionaries.</li> <li>• Providing extra time to complete assignments.</li> <li>• Collaborating with an ESL teacher.</li> <li>• Differentiated homework assignments. (Average/challenge)</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Comparing aspects of French and English grammar.</li> <li>• Using on-line resources.</li> <li>• History, geography, culture of France/French-speaking countries.</li> <li>• Ordinal numbers.</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Discovering French Bleu (Textbook/Workbook/video)</li> <li>• Classzone.com</li> <li>• Utxas.edu (on-line French grammar)</li> <li>• Authentic materials (books, on-line resources)</li> </ul>	

	<ul style="list-style-type: none"> <li>• Culture related videos. (Teacher’s discovery)</li> </ul>
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**2009 NJCCCS**

**Standard: 7.1.NH.A.(1,2,3,4,5,6)**

**Strand(s):**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Le shopping.		<b>Unit #: 7</b>
<b>Course or Grade Level: French II</b>		<b>Length of Time: 12 weeks</b>
<b>Pacing</b>	January-February-March	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are your future plans?</li> <li>• What do you want? What do you need?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Clothing and accessories.</li> <li>• Descriptive adjectives.</li> <li>• Adjectives beau, nouveau, vieux.</li> <li>• Expressions of opinion.</li> <li>• The verb mettre.</li> <li>• The verb préférer.</li> <li>• The demonstrative ce.</li> <li>• The interrogative quel?</li> <li>• Stores that sell clothes.</li> <li>• Verbs like vendre.</li> <li>• The verb acheter.</li> <li>• Regular –re verbs.</li> <li>• The pronoun on.</li> <li>• Numbers 100-1000</li> <li>• Money-related expressions.</li> <li>• Verbs like choisir.</li> <li>• Expressions avoir besoin de and avoir envie de.</li> <li>• Regular –ir verbs.</li> <li>• The verb payer.</li> <li>• Comparisons.</li> <li>• The imperative.</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Talking about clothes.</li> <li>• Discussing where to go and what to buy.</li> <li>• Asking for help.</li> <li>• Finding out prices.</li> <li>• Comparing items.</li> <li>• Talking about what you need and what you like.</li> <li>• Giving advice.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Formative: teacher observations, peer conversations, white boards, oral review, homework check, class work check.</li> <li>• Summative: tests, benchmark exams, verbal presentations.</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Additional reading, writing assignments and research papers.</li> <li>• Working with a partner or in a group.</li> <li>• Using bilingual dictionaries.</li> <li>• Providing extra time to complete assignments.</li> <li>• Collaborating with an ESL teacher.</li> <li>• Differentiated homework assignments. (Average/challenge)</li> </ul>	
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<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Discovering French Bleu (Textbook/Workbook/video)</li> <li>• Classzone.com</li> <li>• Utxas.edu (on-line French grammar)</li> <li>• Authentic materials (books, on-line resources)</li> <li>• Culture related videos. (Teacher's discovery)</li> </ul>
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**2009 NJCCCS**

**Standard:7.1.NH.A (1,2,3,4,5,6)**

**Strand(s):**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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**21<sup>st</sup> Century Themes**

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**21<sup>st</sup> Century Skills**

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	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Le temps libre.</b>		<b>Unit #: 8</b>
<b>Course or Grade Level: French II</b>		<b>Length of Time: 9 weeks</b>
<b>Pacing</b>	April-May-June.	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How would you describe your “dream vacation”?</li> <li>• What did you do last year?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Common weekend activities.</li> <li>• Individual summer and winter sports.</li> <li>• Household chores.</li> <li>• French holidays.</li> <li>• Means of transportation.</li> <li>• Divisions of time.</li> <li>• Periods of future time.</li> <li>• Verbs of movement.</li> <li>• Adverbs of sequence.</li> <li>• Periods of past time.</li> <li>• Faire de+sport</li> <li>• Expressions with avoir.</li> <li>• Ne...jamais.</li> <li>• The verb voir.</li> <li>• Passé compose of –er, -ir, -re verbs.</li> <li>• Passé compose of irregular verbs.</li> <li>• Quelqu’un, quelque chose and their opposites.</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Talking about weekend activities, sports, household chores.</li> <li>• Talking about vacation travel plans.</li> <li>• Talking about events in the past.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Formative: teacher observations, peer conversations, white boards, oral review, homework check, class work check.</li> <li>• Summative: tests, benchmark exams, verbal presentations.</li> </ul>	
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**Strand(s):**

**Content Statement(s):** **CPI # / CPI(s):**

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	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		