

## Pine Hill Public Schools Curriculum

Content Area:		<b>World Languages</b>	
Course Title/ Grade Level:		French I / 9-10	
Unit 1:	<b>Bonjour!</b>	Month:	<b>September-October</b>
Unit 2:	<b>Les copains et la famille.</b>	Month:	<b>November-December</b>
Unit 3:	<b>Bon appétit!</b>	Month:	<b>January-February</b>
Unit 4:	<b>Qu'est-ce qu'on fait?</b>	Month:	<b>March-April</b>
Unit 5:	<b>Le monde personnel et familial.</b>	Month:	<b>May-June</b>
BOE Approval Date:		July 17, 2012	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Bonjour!</b>		<b>Unit #: 1</b>
<b>Course or Grade Level: French I</b>		<b>Length of Time: 8 weeks.</b>
<b>Pacing</b>	September-October	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do we introduce ourselves to others?</li> <li>• Why is it important to know what time it is?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Adjectives of nationality.</li> <li>• L'alphabet</li> <li>• Expressions with ça va.</li> <li>• Numbers 0-60.</li> <li>• Expressions of time.</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Introducing oneself.</li> <li>• Asking someone's name.</li> <li>• Saying where you are from.</li> <li>• Asking how people feel.</li> <li>• Saying good-bye.</li> <li>• Asking for the time</li> <li>• Indicating the time.</li> <li>• Saying when certain events are scheduled.</li> <li>• Counting 0-60</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.</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Numbers (0-60)</li> <li>• History, geography, culture/ France and French-Speaking countries.</li> <li>• Using on-line resources.</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, internet resources)</li> <li>• Culture related videos. (Teacher's discovery)</li> </ul>	

**2009 NJCCCS**

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

**Strand(s):**

**Content Statement(s):**

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


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

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
	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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<b>Unit Title: Les copains et la famille.</b>		<b>Unit #: 2</b>					
<b>Course or Grade Level: French I</b>		<b>Length of Time 8 weeks</b>					
<b>Pacing</b>	November - December						
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Who are your family members?</li> <li>• What is the purpose of the calendar?</li> </ul>						
<b>Content</b>	<ul style="list-style-type: none"> <li>• People</li> <li>• Family members</li> <li>• Numbers 60-100</li> <li>• Days of the week.</li> <li>• Months of the year.</li> </ul>						
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Pointing people out.</li> <li>• Finding out someone's name.</li> <li>• Saying where a person is from.</li> <li>• Giving a person's name/age.</li> <li>• Asking the day of the week.</li> <li>• Giving the date.</li> <li>• Talking about birthdays.</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.</li> </ul>						
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Numbers (60-100)</li> <li>• History, geography, culture/ France and French-Speaking countries.</li> <li>• Using on-line resources.</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, internet resources)</li> <li>• Culture related videos. (Teacher's discovery)</li> </ul>						
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<b>Standard:7.1.NM.A (1,2,3,4,5)</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,		Civic Literacy		Health Literacy

			Business, and Entrepreneurial 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		

**Pine Hill Public Schools  
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<b>Unit Title:</b> Bon appétit!		<b>Unit #: 3</b>
<b>Course or Grade Level:</b> French I		<b>Length of Time:</b> 8 weeks
<b>Pacing</b>	January-February	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How would you order a snack/a beverage in a café?</li> <li>• Which kind of weather do you prefer?</li> <li>• What is your favorite season?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Foods.</li> <li>• Beverages.</li> <li>• Weather expressions.</li> <li>• Seasons.</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Offering a friend something to eat.</li> <li>• Asking a friend for something to eat.</li> <li>• Ordering a beverage/food in a café.</li> <li>• Asking what something costs.</li> <li>• Asking a friend to lend you money.</li> <li>• Talking about weather.</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.</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Numbers (0-100)</li> <li>• History, geography, culture/ France and French-Speaking countries.</li> <li>• Using on-line resources.</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, internet resources)</li> <li>• Culture related videos. (Teacher's discovery)</li> </ul>	

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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		

**Pine Hill Public Schools  
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<b>Unit Title: Qu'est-ce qu'on fait?</b>		<b>Unit #: 4</b>
<b>Course or Grade Level: French I</b>		<b>Length of Time: 8 weeks</b>
<b>Pacing</b>	March-April	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are your favorite daily activities?</li> <li>• What are the different ways to ask a question in French?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Daily activities.</li> <li>• Expressions with faire.</li> <li>• Subject pronouns.</li> <li>• The negative ne...pas</li> <li>• Verb+infinitive</li> <li>• Regular -er verbs.</li> <li>• The verb faire.</li> <li>• Places.</li> <li>• The verb être.</li> <li>• Question words.</li> <li>• Yes/no questions with est-ce que.</li> <li>• Information questions with est-ce que.</li> <li>• Questions with inversion.</li> <li>• Verb+ infinitive.</li> <li>• Affirmative and negative expressions.</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Describing what people do/don't do.</li> <li>• Describing what people like/don't like to do.</li> <li>• Describing what you want/don't want to do.</li> <li>• Talking about where people are.</li> <li>• Asking yes/no questions.</li> <li>• Asking information questions.</li> <li>• Extending an invitation/accepting an invitation/ turning down an invitations.</li> <li>• Expressing approval or regret.</li> <li>• Expressing mild doubt or surprise.</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.</li> </ul>	
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<b>Unit Title : Le monde personnel et familial.</b>		<b>Unit #: 5</b>
<b>Course or Grade Level: French I</b>		<b>Length of Time: 8 weeks.</b>
<b>Pacing</b>	May-June.	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How would you describe yourself?</li> <li>• How would you describe your best friend?</li> <li>• What is in your room?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• People.</li> <li>• Adjectives of physical description.</li> <li>• Adjectives of personality.</li> <li>• Adjectives of nationality.</li> <li>• Singular and plural nouns.</li> <li>• Definite and indefinite articles.</li> <li>• The expression avoir ...ans.</li> <li>• Adjective formation.</li> <li>• Adjective position.</li> <li>• Room furnishings.</li> <li>• Prepositions of place.</li> <li>• Everyday objects.</li> <li>• The verb avoir.</li> <li>• The expression il y a.</li> <li>• The negative article pas de.</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Describing yourself and others. (Physical appearance, age, character traits, nationality)</li> <li>• Describing a room and room furnishings.</li> <li>• Talking about things that one owns/ does not own.</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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