

Pine Hill Public Schools Curriculum

Content Area:	World Languages		
Course Title/ Grade Level:	French II		
Unit 1:	Le monde personnel et familial.	Month:	September
Unit 2:	En ville.	Month:	October-November-December
Unit 3:	Le shopping.	Month:	January-February-March
Unit 4:	Le temps libre.	Month:	April-May-June
Date Created or Revised:	June 2012		
BOE Approval Date:	07/17/2012		

**Pine Hill Public Schools
Curriculum**

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

			Literacy				
<u>21st 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
Curriculum**

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

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

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

Strand(s):

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

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st 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**

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

Lesson resources / Activities	<ul style="list-style-type: none"> • Discovering French Bleu (Textbook/Workbook/video) • Classzone.com • Utxas.edu (on-line French grammar) • Authentic materials (books, on-line resources) • Culture related videos. (Teacher's discovery)
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2009 NJCCCS

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

Strand(s):

Content Statement(s):	CPI # / CPI(s):
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21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st 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**

Unit Title: Le temps libre.		Unit #: 8
Course or Grade Level: French II		Length of Time: 9 weeks
Pacing	April-May-June.	
Essential Questions	<ul style="list-style-type: none"> • How would you describe your “dream vacation”? • What did you do last year? 	
Content	<ul style="list-style-type: none"> • Common weekend activities. • Individual summer and winter sports. • Household chores. • French holidays. • Means of transportation. • Divisions of time. • Periods of future time. • Verbs of movement. • Adverbs of sequence. • Periods of past time. • Faire de+sport • Expressions with avoir. • Ne...jamais. • The verb voir. • Passé compose of –er, -ir, -re verbs. • Passé compose of irregular verbs. • Quelqu’un, quelque chose and their opposites. 	
Skills	<ul style="list-style-type: none"> • Talking about weekend activities, sports, household chores. • Talking about vacation travel plans. • Talking about events in the past. 	
Assessments	<ul style="list-style-type: none"> • Formative: teacher observations, peer conversations, white boards, oral review, homework check, class work check. • Summative: tests, benchmark exams, verbal presentations. 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Additional reading, writing assignments and research papers. • Working with a partner or in a group. • Using bilingual dictionaries. • Providing extra time to complete assignments. • Collaborating with an ESL teacher. • Differentiated homework assignments. (Average/challenge) 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Comparing aspects of French and English grammar. • Using on-line resources. • History, geography, culture of France/French-speaking countries. 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Discovering French Bleu (Textbook/Workbook/video) • Classzone.com • Utxas.edu (on-line French grammar) • Authentic materials (books, on-line resources) • Culture related videos. (Teacher’s discovery) 	
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21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

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