

Pine Hill Public Schools Curriculum

Content Area:	World Languages		
Course Title/ Grade Level:	French I / 9-10		
Unit 1:	Bonjour!	Month:	September-October
Unit 2:	Les copains et la famille.	Month:	November-December
Unit 3:	Bon appétit!	Month:	January-February
Unit 4:	Qu'est-ce qu'on fait?	Month:	March-April
Unit 5:	Le monde personnel et familial.	Month:	May-June
Date Created or Revised:	June 2012		
BOE Approval Date:	07/17/2012		

**Pine Hill Public Schools
Curriculum**

Unit Title: Bonjour!		Unit #: 1
Course or Grade Level: French I		Length of Time: 8 weeks.
Pacing	September-October	
Essential Questions	<ul style="list-style-type: none"> • How do we introduce ourselves to others? • Why is it important to know what time it is? 	
Content	<ul style="list-style-type: none"> • Adjectives of nationality. • L'alphabet • Expressions with ça va. • Numbers 0-60. • Expressions of time. 	
Skills	<ul style="list-style-type: none"> • Introducing oneself. • Asking someone's name. • Saying where you are from. • Asking how people feel. • Saying good-bye. • Asking for the time • Indicating the time. • Saying when certain events are scheduled. • Counting 0-60 	
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. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Numbers (0-60) • History, geography, culture/ France and French-Speaking countries. • Using on-line resources. 	
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, internet resources) • Culture related videos. (Teacher's discovery) 	
2009 NJCCCS		
Standard:7.1.NM.A (1,2,3,4,5)		
Strand(s):		
Content Statement(s):	CPI # / CPI(s):	

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
--	------------------	--	-------------------------------------------------------------------	--	----------------	--	-----------------

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: Les copains et la famille.		Unit #: 2	
Course or Grade Level: French I		Length of Time 8 weeks	
Pacing	November - December		
Essential Questions	<ul style="list-style-type: none"> • Who are your family members? • What is the purpose of the calendar? 		
Content	<ul style="list-style-type: none"> • People • Family members • Numbers 60-100 • Days of the week. • Months of the year. 		
Skills	<ul style="list-style-type: none"> • Pointing people out. • Finding out someone's name. • Saying where a person is from. • Giving a person's name/age. • Asking the day of the week. • Giving the date. • Talking about birthdays. 		
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. 		
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Numbers (60-100) • History, geography, culture/ France and French-Speaking countries. • Using on-line resources. 		
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, internet resources) • Culture related videos. (Teacher's discovery) 		
2009 NJCCCS			
Standard:7.1.NM.A (1,2,3,4,5)			
Strand(s):			
Content Statement(s):		CPI # / CPI(s):	
<u>21st Century Themes</u>			
	Global Awareness		Financial, Economic,
			Civic Literacy
			Health Literacy

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

2009 NJCCCS

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

Strand(s):

Content Statement(s):

CPI # / CPI(s):

[21st Century Themes](#)

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
--	------------------	--	-------------------------------------------------------------	--	----------------	--	-----------------

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: Qu'est-ce qu'on fait?		Unit #: 4
Course or Grade Level: French I		Length of Time: 8 weeks
Pacing	March-April	
Essential Questions	<ul style="list-style-type: none"> • What are your favorite daily activities? • What are the different ways to ask a question in French? 	
Content	<ul style="list-style-type: none"> • Daily activities. • Expressions with faire. • Subject pronouns. • The negative ne...pas • Verb+infinitive • Regular -er verbs. • The verb faire. • Places. • The verb être. • Question words. • Yes/no questions with est-ce que. • Information questions with est-ce que. • Questions with inversion. • Verb+ infinitive. • Affirmative and negative expressions. 	
Skills	<ul style="list-style-type: none"> • Describing what people do/don't do. • Describing what people like/don't like to do. • Describing what you want/don't want to do. • Talking about where people are. • Asking yes/no questions. • Asking information questions. • Extending an invitation/accepting an invitation/ turning down an invitations. • Expressing approval or regret. • Expressing mild doubt or surprise. 	
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. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • History, geography, culture/ France and French-Speaking countries. • Using on-line resources. • Comparing aspects of French and English grammar. 	
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, internet resources) • Culture related videos. (Teacher's discovery) 	
2009 NJCCCS		

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

Strand(s):

Content Statement(s):

CPI # / CPI(s):

21st Century Themes

Global Awareness

Financial, Economic,
Business, and Entrepreneurial
Literacy

Civic Literacy

Health Literacy

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 monde personnel et familial.		Unit #: 5
Course or Grade Level: French I		Length of Time: 8 weeks.
Pacing	May-June.	
Essential Questions	<ul style="list-style-type: none"> • How would you describe yourself? • How would you describe your best friend? • What is in your room? 	
Content	<ul style="list-style-type: none"> • People. • Adjectives of physical description. • Adjectives of personality. • Adjectives of nationality. • Singular and plural nouns. • Definite and indefinite articles. • The expression avoir ...ans. • Adjective formation. • Adjective position. • Room furnishings. • Prepositions of place. • Everyday objects. • The verb avoir. • The expression il y a. • The negative article pas de. 	
Skills	<ul style="list-style-type: none"> • Describing yourself and others. (Physical appearance, age, character traits, nationality) • Describing a room and room furnishings. • Talking about things that one owns/ does not own. 	
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. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Comparing aspects of French and English grammar. • History, geography, culture/ France and French-Speaking countries. • Using on-line resources. 	
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, internet resources) • Culture related videos. (Teacher's discovery) 	
2009 NJCCCS		
Standard:7.1.NM.A (1,2,3,4,5)		
Strand(s):		

Content Statement(s):				CPI # / CPI(s):			
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health 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		