

Pine Hill Public Schools Curriculum

Content Area:	World Languages		
Course Title/ Grade Level:	French III		
Unit 1:	Qui suis-je?	Month:	September-October-November
Unit 2:	Le weekend, enfin!	Month:	November-December-January
Unit 3:	Bon appétit!	Month:	January-February -March
Unit 4:	Les loisirs et les spectacles.	Month:	April-May-June
Date Created or Revised:	June 2012		
BOE Approval Date:	07/17/2012		

**Pine Hill Public Schools
Curriculum**

Unit Title: Qui suis-je?		Unit #: 1
Course or Grade Level: French III		Length of Time: 9 weeks
Pacing	September-October-November	
Essential Questions	<ul style="list-style-type: none"> • Who am I? • How do we interact with others? • How do we describe people and their emotions? • What are your future plans? 	
Content	<ul style="list-style-type: none"> • Adjectives of nationality • Family and friends • Professions • The verb “être” • C’est and il est • Descriptive adjectives • Regular and irregular adjectives • The verb avoir and expressions with avoir. • The verb faire and expressions with faire. • Inverted questions. • Expressions with depuis. • The present with depuis. • The verb aller. • The construction aller+ infinitive. • The verb venir. 	
Skills	<ul style="list-style-type: none"> • Providing personal data. • Identifying one’s family. • Talking about professions. • Introducing people. • Making phone calls • Reading birth and wedding announcements. • Describing looks and personality. • Talking about age. • Describing feelings and needs. • Saying where people are going and what they are going to do. • Saying how long people have been doing things. 	
Assessments	<ul style="list-style-type: none"> • Formative: teacher observations, peer conversations (“Ask a friend...”), white boards, oral review, homework check, class work check. • Summative: tests, benchmark exams, verbal presentations (“Make a statement...”, “Ask a question...”, “Tell me about one thing you have learned.”, “Describe...”) 	
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"> • Compare and contrast unique linguistic elements in English and the target language. • Numbers. • Talking about personalities and emotions. • History, geography, culture. /France/French –speaking countries. • Using on-line resources. 	

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

2009 NJCCCS

Standard: 7.1. IL.A (1,2,3,4,5,6,7,8)

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 weekend, enfin!		Unit #: 2
Course or Grade Level: French III		Length of Time: 9 weeks.
Pacing	November-December-January	
Essential Questions	<ul style="list-style-type: none"> • What are the different ways to spend a weekend? • How can we get to different places in the city? • How do we talk about what we did? 	
Content	<ul style="list-style-type: none"> • The verbs mettre, permettre, and promettre. • The verb voir. • The verbs sortir, partir, and dormir. • The verb prendre. • The country and the farm. • Domestic and other animals. • Expressions of present and future time. • Expressions of past time. • The passé composé with avoir and être. • Impersonal expressions: quelqu'un, quelque chose, personne, rien. • Il y a + elapsed time. 	
Skills	<ul style="list-style-type: none"> • Describing weekend plans. • Planning a visit to the country. • Getting around in Paris. • Talking about where one went. • Talking about what one did and did not do. • Helping at home. 	
Assessments	<ul style="list-style-type: none"> • Formative: teacher observations, peer conversations ("Ask a friend..."), white boards, oral review, homework check, class work check. • Summative: tests, benchmark exams, verbal presentations ("Make a statement...", "Ask a question...", "Tell me about one thing you have learned.") 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Additional reading, writing assignments and research papers. • Working with a partner or in a group. • Collaborating with an ESL teacher. • Using bilingual dictionaries. • Differentiated homework assignments.(Average/challenge) • Extra time to complete assignments. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Compare and contrast unique linguistic elements in English and the target language. • Talking about animals/plants. • Using numbers. • History, geography, culture / France/French-speaking countries. • Using on-line resources. 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Discovering French Blanc (Textbook/Workbook/Video) • Classzone.com • Utxas.edu (on-line French grammar) • Authentic materials (books, magazines, internet resources) • Culture related videos. (Teacher's discovery) 	
2009 NJCCCS		
Standard: 7.1 IL.A (1,2,3,4,5,6,7,8)		

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:	Bon Appétit!	Unit #: 3
Course or Grade Level:	French III	Length of Time: 9 weeks.
Pacing	January-February-March	
Essential Questions	<ul style="list-style-type: none"> • How do we set the table? • What are your favorite foods? • Why is it important to know how to shop for food? 	
Content	<ul style="list-style-type: none"> • Meals • Place setting • Café foods and beverages • The verb “boire” • Mealtime foods and beverages • Fruits/vegetables • The verb préférer • The verb vouloir • Common quantities • Expression of quantity • Partitive article • The verbs acheter and payer • Expressions of quantity with de • The adjective tout • The verbs devoir and pouvoir • The expression il faut 	
Skills	<ul style="list-style-type: none"> • Talking about where to eat • Setting the table • Ordering in a café • Discussing preferences • Expressing what one wants • Interacting with vendors and asking for prices. • Asking for specific quantities • Discussing what one can get • Talking about what one should buy 	
Assessments	<ul style="list-style-type: none"> • Formative: teacher observations, peer conversations (“Ask a friend...”), white boards, oral review, homework check, class work check. • Summative: tests, benchmark exams, verbal presentations (“Make a statement...”, “Ask a question...”, “Tell me about one thing you have learned.”) 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Additional reading, writing assignments and research papers. • Working with a partner or in a group. • Collaborating with an ESL teacher. • Using bilingual dictionaries. • Differentiated homework assignments.(average/challenge) • Extra time to complete assignments. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Analyzing structures of the target language and comparable linguistic structures in English. • Discussing quantities. • History, geography, culture/ France/French-speaking countries. • Using on-line resources. 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Discovering French Blanc (Textbook/Workbook/Video) • Classzone.com • Utxas.edu (on-line French grammar) • Authentic materials (books, magazines, internet resources) 	

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

2009 NJCCCS

Standard:7.1. IL.A. (1,2,3,4,5,6,7,8)

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 loisirs et les spectacles.		Unit #: 4
Course or Grade Level: French III		Length of Time: 9 weeks
Pacing	April-May-June	
Essential Questions	<ul style="list-style-type: none"> • Why is it important to have free time? • How would you ask for assistance? • Why is it important to know how to read/ write? 	
Content	<ul style="list-style-type: none"> • Places to go and things to do. • Types of movies. • The verb connaitre • Object pronouns le, la, les • The verbs savoir • Verbs asking for a service • Verbs using indirect objects • Object pronouns me, te, nou, vous • Object pronouns lui, leur • Object pronouns in commands • Double object pronouns • Expressions used in letters • Reading materials • The verbs écrire, lire,dire. • Verbs used to talk about possessions. • Object pronouns in the passé compose. 	
Skills	<ul style="list-style-type: none"> • Extending, accepting, and turning down invitations. • Talking about concerts and movies. • Describing people and places. • Asking for assistance. • Describing services of others. • Writing a letter to a friend. • Talking about what others have written or said. • Talking about losing and finding things. 	
Assessments	<ul style="list-style-type: none"> • Formative: teacher observations, peer conversations (“Ask a friend...”), white boards, oral review, homework check, class work check. • Summative: tests, benchmark exams, verbal presentations (“Make a statement...”, “Ask a question...”, “Tell me about one thing you have learned.”) 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Additional reading, writing assignments and research papers. • Working with a partner or in a group. • Collaborating with an ESL teacher. • Using bilingual dictionaries. • Differentiated homework assignments (average/challenge) • Extra time to complete assignments. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Compare and contrast unique linguistic elements in English and the target language. • Writing a letter. • History, geography, culture/ France/French-speaking countries. • Using on-line resources. 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Discovering French Blanc (Textbook/Workbook/Video) • Classzone.com • Utxas.edu (on-line French grammar) • Authentic materials (books, magazines, internet resources) 	

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

2009 NJCCCS

Standard: 7.1 IL.A (1,2,3,4,5,6,7,8)

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	