

Pine Hill Public Schools Curriculum

Content Area:	World Languages		
Course Title/ Grade Level:	French IV		
Unit 1:	Les sports et la vie quotidienne.	Month:	September-October-November
Unit 2:	Chez nous.	Month:	November-December-January
Unit 3:	Soyez à la mode.	Month:	January-February-March
Unit 4:	Bonnes vacances!	Month:	April-May-June
Date Created or Revised:	June 2012		
BOE Approval Date:	07/17/2012		

**Pine Hill Public Schools
Curriculum**

Unit Title: Les sports et la vie quotidienne.		Unit #: 5
Course or Grade Level: French IV		Length of Time: 9 weeks
Pacing	September-October-November	
Essential Questions	<ul style="list-style-type: none"> • Why are people interested in sports? • How can we take care of our health? 	
Content	<ul style="list-style-type: none"> • Individual sports • The verb “courir” • The expression “faire du” • Adverbs of frequency • Expressions of opinion • The pronouns “en” and “y” • Parts of the body • Health • The expression “Avoir mal a” • Definite article with parts of the body. • Daily occupations. • Hygiene and personal care. • Reflexive verbs: present tense. • Reflexive verbs: imperative • Reflexive verbs: infinitive constructions. • Common activities • Reflexive verbs: passé composé 	
Skills	<ul style="list-style-type: none"> • Discussing sports • Describing common pains and illnesses • Describing the daily routine • Giving advice • Asking about tomorrow plans • Describing one’s routine activities in the past 	
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 • Differentiated homework assignments. (Average/Challenge) • Collaborating with an ESL teacher. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Comparing aspects of French and English grammar. • Talking about sports and health. • 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, internet resources) • Culture related videos. (Teacher’s discovery) 	

Standard: 7.1.IM.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
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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
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Unit Title: Chez nous		Unit #: 6
Course or Grade Level: French IV		Length of Time: 9 weeks.
Pacing	November-December-January	
Essential Questions	<ul style="list-style-type: none"> • How would you describe your “dream house”? • What were your favorite childhood activities? 	
Content	<ul style="list-style-type: none"> • Location of one’s home. • The verb “vivre” • Rooms of the house. • Furniture and appliances. • Relative pronouns qui and que. • Prepositions of time. • The imperfect. • Contrasting the imperfect and the passé compose. 	
Skills	<ul style="list-style-type: none"> • Describing the location of the house/apartment. • Describing the exterior/interior of the house. • Reading classified ads. • Asking about a rental. • Explaining what you used to do in the past. • Giving background information about specific past events. 	
Assessments	<ul style="list-style-type: none"> • Formative: teacher observations, peer conversations, white boards, oral review, homework check, classwork 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. • Differentiated homework assignments (Average/Challenge) • Collaborating with an ESL teacher. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Comparing aspects of French and English grammar. • Describing events in the past. • 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/videos) • Classzone.com. • U texas.edu. (on-line French grammar) • Authentic material (books, internet resources.) • Culture related videos. (Teacher’s discovery) 	
2009 NJCCCS		
Standard:7.1.IM.A. (1,2,3,4,5,6,7,8)		
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		

**Pine Hill Public Schools
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Unit Title: Soyez à la mode.		Unit #: 7
Course or Grade Level: French IV		Length of Time: 9 weeks.
Pacing	January-February-March	
Essential Questions	<ul style="list-style-type: none"> • What is the role of fashion in the modern world? • Why do we compare things/people? 	
Content	<ul style="list-style-type: none"> • Clothes and accessories. • Colors • Fabric, design, materials. • Types of clothing stores. • Sizes, looks and price. • Numbers 100-1,000,000. • Adjectives beau, nouveau, vieux. • Descriptive adjectives. • Common adverbs. • Ordinal numbers. • Comparisons with adjectives. • Superlative constructions. • Pronouns lequel? And celui. • Adverbs ending in –ment • Comparisons with adverbs. 	
Skills	<ul style="list-style-type: none"> • Describing clothes/accessories. • Talking with the sales clerk. • Expressing opinions. • Ranking items. • Expressing comparisons. • Saying who or what is the best. • Referring to specific items. • Describing how things are done. • Comparing how things are done. 	
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. • Differentiated homework assignments.(Average/challenge) • Collaborating with an ESL teacher. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Comparing aspects of French and English grammar. • Numbers 100-1,000,000 • 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, internet resources) • Culture related videos. 	

2009 NJCCCS

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

Strand(s):

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21st Century Themes

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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: Bonnes vacances!		Unit #: 8
Course or Grade Level: French IV		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 would you do if you won a lottery? 	
Content	<ul style="list-style-type: none"> • Destinations, lodging, travel documents. • Foreign countries. • Camping equipment. • Prepositions with names of countries. • The verb recevoir and apercevoir. • At the train station, at the airport. • The conditional. • Verbs followed by infinitives. • Constructions with infinitives. • The future tense. • 	
Skills	<ul style="list-style-type: none"> • Talking about vacation plans. • Buying tickets. • Expressing polite requests. • Talking about the future. • Describing what would occur. 	
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. • Differentiated homework assignments. (Average/challenge) • Collaborating with an ESL teacher. 	
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21st Century Skills

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	Media Literacy		ICT Literacy		Life and Career Skills		