

POMPTON LAKES SCHOOL DISTRICT

FRENCH I

COURSE OF STUDY

Dr. Paul Amoroso, Superintendent
Mrs. Jayne Tanis, Director of Curriculum
Dr. Vincent Przybylinski, Principal
Mr. Anthony Mattera, Vice Principal
Mr. Tarsitano, Department Chairperson
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PL BOE Approval, 6/11/19

Unit Overview	
Content Area:	French 1
Unit Title:	Unit 1 – Meeting People
Target Course/Grade Level: French 1/Grade 8	
Unit Summary: Meeting people, greeting people, talking about other people, introducing one’s family	
Primary interdisciplinary connections: English	
21st century themes: Global awareness and economic and civic literacy.	
Unit Rationale: Students will become acquainted with the French language through a beginner understanding of how to meet and interact with people	
Learning Targets	
Standards 7.1 – World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • How does one introduce oneself? • How does one spell his/her name? • Where are you from? • How does one say hello? • How does one count 0-100? • How does one give age? 	<ul style="list-style-type: none"> • Basic vocabulary and introductions
Unit Learning Targets	
<i>Students will ...</i>	
<ul style="list-style-type: none"> • Be able to greet each other • Be able to give questions and answers • Be able to say their name and age • Be able to say where they are from • Be able to count from 1-100 	

Evidence of Learning

Summative Assessment:

To encourage students in their continuing endeavor of language skills

Equipment needed: Text, DVD, CD, Overhead Projector

Teacher Resources: Text, Workbooks, Resource Books

Benchmark Assessments: listening, speaking, reading assessments

Alternative Assessments: creative cultural projects, group presentations,

Formative Assessments: reader response, quizzes, compositions

Lesson Plans

Lesson	Timeframe
Lesson 1	10 days
Lesson 2	10 days
Lesson 3	5 days
Lesson 4	5 days
Lesson 5	5 days
Lesson 6	5 days

Teacher Notes:

Curriculum Development Resources

Discovering French Nouveau Bleu

Benchmark Assessments: listening, speaking, reading assessments

Alternative Assessments: creative cultural projects, group presentations,

Unit Overview	
Content Area:	French 1
Unit Title:	Unit 2 –Basic Conversation
Target Course/Grade Level: French 1/Grade 8	
Unit Summary: In this unit, students will describe eating and drinking, time, dates, and weather.	
Primary interdisciplinary connections: English	
21st century themes: Global awareness and economic and civic literacy.	
Unit Rationale: Students will further their language ability. They will be able to speak in the present tense about popular topics of conversation.	
Learning Targets	
Standards 7.1 – World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.
Unit Essential Questions <ul style="list-style-type: none"> • How does one express food and drink? • How does one discuss payment at a restaurant? • How does one discuss the weather? • How does one talk about time? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Learning popular conversation topics in French advances the students' ability in the language.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Be able to converse about food, drink, and the weather • Be able to pay for food at a restaurant 	
Evidence of Learning	
Summative Assessment:	

To continue to present material that enhances the students' ability in the language and in the skill Areas.

Equipment needed: Text, DVD, CD, Overhead Projector

Teacher Resources: Text, Workbooks, Resource Books

Benchmark Assessments: listening, speaking, reading assessments

Alternative Assessments: creative cultural projects, group presentations,

Formative Assessments

- Vocabulary tests
- Grammar tests
- Listening tests
- Writing assessments
- Skits
- Presentations
- Homework/Workbook

Lesson Plans

Lesson	Timeframe
Lesson 7	5 days
Lesson 8	5 days
Lesson 9	5 days
Lesson 10	5 days
Lesson 11	5 days
Lesson 12	5 days

Teacher Notes:

Curriculum Development Resources:

Discovering French Nouveau Bleu

Unit Overview	
Content Area:	French 1
Unit Title:	Unit 3 – Describing Yourself and Others
Target Course/Grade Level:	French 1/Grade 8
Unit Summary:	In this unit, students will learn the vocabulary to describe themselves and others including physical traits and, daily activities, nationality, and possessions.
Primary interdisciplinary connections:	English
21st century themes:	Global awareness and economic and civic literacy.
Unit Rationale:	
Learning Targets	
Standards 7.1 – World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • How are physical traits expressed in French? • What are ways to describe possessions? • How does one discuss character traits, nationality, and age? • How does one write in the preterit tense 	<ul style="list-style-type: none"> • To continue to learn how to express oneself in the target language • To learn cultural differences enhances students’ knowledge

Unit Learning Targets

Students will ...

- Be able to talk about other people and themselves
- Be able to use past tense verbs
- Be able to express what one is like and what one owns

Evidence of Learning

Summative Assessment:

- To encourage students in their continuing endeavor of language skills
- To present material including cultural items that will augment the students' abilities

Equipment needed: Text, DVD, CD, Overhead Projector

Teacher Resources: Text, Workbooks, Resource Books

Benchmark Assessments: listening, speaking, reading assessments

Alternative Assessments: creative cultural projects, group presentations,

Formative Assessments

- Vocabulary tests
- Grammar tests
- Listening tests
- Skits Presentations
- Homework Workbook

Lesson Plans

Lesson	Timeframe
Lesson 13	10 days
Lesson 14	10 days
Lesson 15	10 days
Lesson 16	10 days
Lesson 17	10 days
Lesson 18	10 days

Teacher Notes:
Curriculum Development Resources: Discovering French Nouveau Bleu

Unit Overview	
Content Area:	French 1
Unit Title:	Unit 4 – Leisure Time Activities
Target Course/Grade Level:	French 1/Grade 8
Unit Summary: In this unit, students will learn where young French people go in their free time and what types of leisure activities they prefer.	
Primary interdisciplinary connections: English	
21st century themes: Global awareness and economic and civic literacy.	
Unit Rationale: Students will learn to discuss various forms of entertainment and to accept and refuse invitations.	
Learning Targets	
Standards 7.1 – World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.
Unit Essential Questions <ul style="list-style-type: none"> How does one accept and refuse invitations in French? How does one express different movie genres? 	Unit Enduring Understandings <ul style="list-style-type: none"> Students will continue to enhance their language abilities by learning cultural differences and similarities.

<ul style="list-style-type: none"> • How does one express different movie genres in French? 	
<p>Unit Learning Targets <i>Students will ...</i></p> <ul style="list-style-type: none"> • Be able to talk about their favorite actors • Be able to talk about different movie genres • Be able to talk about their relationships with other people • Be able to accept and refuse invitations 	
Evidence of Learning	
<p>Summative Assessment:</p> <p>To continue to present material that will enhance the students' abilities in the target language.</p> <p>Equipment needed: Text, Computer, DVD, CD, Overhead Projector</p> <p>Teacher Resources: Text, Workbooks, Resource Books</p> <p>Benchmark Assessments: listening, speaking, reading assessments</p> <p>Alternative Assessments: creative cultural projects, group presentations,</p>	

<p>Formative Assessments</p> <ul style="list-style-type: none"> • Vocabulary tests • Grammar tests • Writing assessments • Skits • Presentations • Homework • Workbook 	
Lesson Plans	
Lesson	Timeframe
Lesson 19	10 days
Lesson 20	10 days
Lesson 21	10 days
Lesson 22	10 days
Lesson 23	5 days
Lesson 24	5 days
Teacher Notes:	

<p>Curriculum Development Resources: Discovering French Nouveau Bleu</p>

Content Area Unit Name	World Language
Interdisciplinary Connections	Mathematics, Technology, and English Arts, Science
Core Instructional Materials including digital tools	Textbooks, Classroom Resources, Digital Tools
21st Century Themes and Skills	<p>For information related to the 12 Career Ready Practices follow the links below:</p> <p>http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</p> <p>Personal Financial Literacy 9.1 http://www.state.nj.us/education/cccs/2014/career/91.pdf</p> <p>Career Awareness, Exploration, and Preparation 9.2 http://www.state.nj.us/education/cccs/2014/career/92.pdf</p> <p>Career and Technical Education 9.3 http://www.state.nj.us/education/cccs/2014/career/93.pdf</p>
8.1 Educational Technology	<p>K-2: Navigate provided URL'S, Use basic word processing to create and illustrate a simple story, Work collaboratively with peers on project, Use digital tools to explore an issue and design solution for a problem, Identify how technology improves life, Use digital tools to design an approach to solving problems.</p> <p>3-5: Peers collaborate to produce text about current events; Understand the consequences for inappropriate use of technology and social media, Apply engineering designs to data collection and solutions, Understand how technology evolves based on need and cultural influences.</p>
8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming	

	<p>6-8: Select appropriate technology and applications to create publication on global topic, Use technology and social media responsibly, Employ a wide range of digital resources to collect data and form solutions, Identify the forces that come into play for further development of technology; apply engineering design process to real world problems.</p> <p>9-12: Create and edit multi-page document for public presentation.</p>
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Considerations for classified students:

Classroom Instruction:

- All instruction for classified students will be guided by the students’ Individualized Education Plan (IEP).
- Regular education teachers will be responsible for differentiating instruction for classified students based on the instructional modifications listed in the IEP.
- In the case of General Education - Supported Instruction (GE-SI) Classes, the special education teacher will be responsible for support in modifying the curriculum for the students, informing the class room teacher of the modifications, and directing instructional aide(s) to provide support accordingly.
- Grading will be done collaboratively by the regular and special education teachers.

Modifications:

- Modifications include but are not limited to:
Extra time for assignments, modified classwork/homework assignments based on disability, preferential seating, study guides, copies of class notes, assistive technology and rewording/repeating or clarifying directions.

In-class Assessments:

- All assessments are to be in line with students’ IEPs. In-class support teachers should modify tests for classified students. Tests may be given in the regular education classroom or completed with the inclusion teacher in another location with additional time. Students may be tested separately according to the IEP.
- Assessment grades may be modified based on a student’s disability and in accordance with their IEP.

Considerations for English Language Learners (ELLs):

Classroom Instruction:

- Instruction for ESL students will be guided by their WIDA English Language Proficiency level. Teachers should receive this level from the ESL teacher assigned to the building.

- General education teachers will be responsible for differentiating instruction for ELLs with the assistance of the ESL teacher that promotes language, literacy and content learning.
- Sheltered Instruction Observation Protocol (SIOP)
<http://siop.pearson.com/about-siop/>
 The following 8 components provide all teachers with lesson planning and instructional strategies that support language and learning goals for all students. This approach to teaching aligns with preparing students with college and career ready skills.
 The SIOP Model components:
 1. [Lesson Preparation](#)
 2. Building Background
 3. [Comprehensible Input](#)
 4. [Strategies](#)
 5. [Interaction](#)
 6. [Practice and Application](#)
 7. [Lesson Delivery](#)
 8. [Review and Assessment](#)
- In the case of Content-Based ESL (CBE), the ESL teacher and the general education teacher will be responsible for identifying language objectives and additional instructional strategies that improve proficiency in English and academic success of ELLs. Instructional strategies and the necessary scaffolds to promote student learning will be shared with the general education teacher for daily lessons that are aligned to District Curricula, CCSS, and WIDA Standards. The general Education teacher and ESL teacher will be co-teachers for a pre-determined amount of classroom instruction.
- Grading will be done collaboratively by the regular and ESL teachers.

Modifications: The following are possible modifications but are not limited to this list –

- Direct instruction, small group or pullout, about the contrasting letter sound correspondences, syllabication patterns and morphology in English supported with connections to their native language, native language text and/or resources, graphic organizers, visuals, sentence starters/ sentence frames, cloze activities, modeling, working with a partner, timeline and phrase wall and adapted text (in English) or specific sections of the original text, highlighted/bold-faced words within text.
- Draw pictures instead of writing/speaking.
- Match drawings with new vocabulary that might correspond.
- Work in small group or pairs with their English Only (EOs) peers for authentic content language talk and grade level modeling.
- Write simple sentences instead of complex sentences that demonstrates an understanding of academic language particular to specific content.
- Match simple sentences with new vocabulary that might apply to edit sentences.
- Have students provide examples/explanations of main idea in simple sentences. Revisions show an attempt to improve Language Control by embedding academic content vocabulary and Linguistic Complexity by expanding and varying sentence structures and using correct punctuation.
- Draw pictures instead of writing/speaking about seasonal changes. Match drawings with new vocabulary (adjective word wall, content word walls) that might correspond.

- Provide multiple opportunities for authentic speech acts to practice language skills and develop English fluency.
- Total Physical Response (TPR) to model critical thinking skills like analyze and synthesize.
- Study Guides

In Class Assessments:

- All formative and summative assessments will include modifications that support student's English Proficiency level. ESL teachers will collaborate with regular education teachers to provide appropriate differentiation for assessing ELLs.

Considerations for At Risk Students:

- At Risk students are identified by the I&RS committee in each school. The committee works to understand the reasons behind the student's low performance level in school and to create and implement a plan that is carried out by a variety of staff members in the building.
- Teachers with At Risk students are notified by the I&RS committee and provided with a copy of the plan and a timeframe for assessing the growth of the student. There are academic as well as behavioral goals that are listed for the students with recommended strategies unique to each individual.
- Classroom teachers are to follow the plan using instructional strategies that will help the student improve his/her performance while applying appropriate behavioral strategies consistent with the needs of the student.
- Teachers will report student progress to the I&RS committee within the specified timeframe for the plan.

Classroom instruction:

- Teachers will use differentiated instruction for At Risk students as they do for all students in their class. The strategies would be guided by the I&RS plan and be consistent with the student's ability and learning modality.

Modifications:

- Clarify all assignments and place specific timeframes for completion. Provide student with opportunity for one on one time for clarification.
- Set clear expectations for all assignments, in and outside of class. Keep expectations within the framework of the I&RS plan.
- Use positive reinforcement for all successes. Hold student to defined consequences for not completing work.
- Provide time outside the normal class time for completion of work. Not completing assignments is unacceptable, all assignments will be completed.

In Class Assessments:

- At Risk students should receive any modifications listed in their I&RS plan.
- If necessary, students should be provided with extended time to complete assessments.

Considerations for Gifted Students:

- Teachers will use differentiated instruction for Gifted Students as they do for all students in their class.
- Assignments and assessments can be planned and implemented with input from the student.
- Gifted students will be provided with the opportunity to demonstrate their knowledge through a variety of platforms.
- Teachers will have the latitude to provide assignments with the individual student's ability in mind.