

Pompton Lakes School District

French III

Course of Study

Pompton Lakes High School
Submitted by P. Schweitzer

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Unit Overview	
Content Area:	Unit 5
Unit Title:	Sports and Health
Target Course/Grade Level:	French 3 – Grade 10
<p>Unit Summary: In this unit, students will focus on how French people take care of health and fitness. They will learn about several sports in French. Also, they will acquire vocabulary pertaining to parts of the body. The grammar centers on the concept of reflexive verbs.</p> <p>Primary interdisciplinary connections: science, health</p> <p>21st century themes: global awareness, economic and civic literacy</p>	
<p>Unit Rationale: Students will acquire additional vocabulary and grammatical concepts. This will enable them to improve the language skill areas of listening, speaking, reading and writing.</p>	
Learning Targets	
<p>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.</p>	
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 .
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does one express sports activity in French? • How does one express personal care habits in French? • How does one express minor ailments in French? 	<p>Unit Enduring Understandings</p> <p>Learning the vocabulary and grammatical structures of the unit will enable students to enhance their language skills of speaking, listening, reading and writing.</p>
<p>Unit Learning Targets <i>Students will ...</i></p> <ul style="list-style-type: none"> • Be able to talk about sports and exercise • Be able to describe their daily routine using reflexive verbs • Be able to describe common illnesses 	

Evidence of Learning

Summative Assessment: 1 day

To encourage speaking skills, students will prepare and present their daily routines in French using the reflexive verbs presented in the lesson.

Equipment needed: DVD, CD, Overhead projector

Teacher Resources: Text, Notes, Workbooks, Teacher’s Resource Books

Benchmark Assessments: listening, speaking, reading assessments

Alternative Assessments: creative cultural projects, group presentations,

Formative Assessments

- | | |
|--|--|
| <ul style="list-style-type: none"> • Vocabulary tests • Grammar tests • Listening tests | <ul style="list-style-type: none"> • Speaking assessments: skits/presentations • Homework Workbook |
|--|--|

Lesson Plans

Lesson	Timeframe
Lesson 17	10 days
Lesson 18	10 days
Lesson 19	10 days
Lesson 20	10days

Teacher Notes:

Students are encouraged to use www.classzone.com which offers audio/visual materials that support the lessons.

Curriculum Development Resources:

Discovering French Nouveau Blanc

Unit Overview Template	
Content Area:	Unit 6
Unit Title:	The Home
Target Course/Grade Level: French 3 – Grade 10	
Unit Summary: In this unit, students will learn vocabulary about the home. Students will be able to describe rooms and furnishings. Students will learn the imperfect tense. With the imperfect tense, students will be able to converse in the past tense describing actions that happened continuously.	
Primary interdisciplinary connections: Math and English	
21st century themes: Global awareness, economic and civic literacy.	
Unit Rationale: Students will acquire a higher level of proficiency in the use of the French Language. The activities that accompany the unit provide guided communicative practice. Listening and speaking activities give students opportunities for self-expression.	
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.	
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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 describe where and how one lives in French? • How does one speak about habitual past action? • How do the styles of homes in France and the U.S. differ? 	Learning vocabulary and grammatical structures of the unit will enable the students to enhance their language skills of speaking, listening, reading and writing.
Unit Learning Targets	
<i>Students will ...</i>	
<ul style="list-style-type: none"> • Be able to indicate where they live. • Be able to describe their homes. • Be able to speak using imperfect tense. • Be able to compare house styles in France and the U.S. 	

Evidence of Learning	
<p>Summative Assessment: Students will continue to improve speaking skills by doing a presentation on their ideal home. Students will do a poster project with an explanation of their ideal house.</p> <p>Equipment needed: CD, DVD, Overhead projector</p> <p>Teacher Resources: Text, Notes, Workbook, Teacher's Resource Books</p> <p>Benchmark Assessments: listening, speaking, reading assessments</p> <p>Alternative Assessments: creative cultural projects, group presentations,</p>	
Formative Assessments	
<ul style="list-style-type: none"> • Grammar Tests • Speaking assessments • Listening assessments 	<ul style="list-style-type: none"> • Homework • Workbook
Lesson Plans	
Lesson	Timeframe
Lesson 21	10 days
Lesson 22	10 days
Lesson 23	10 Days
Teacher Notes:	
<p>Curriculum Development Resources: Discovering French Nouveau Blanc</p>	

Unit Overview	
Content Area:	Unit 7
Unit Title:	Fashion
Target Course/Grade Level:	French 3 – Grade 10
Unit Summary:	In this unit, students will learn vocabulary pertaining to clothes. They will focus on types of clothing, review colors and learn about European sizes.
Primary interdisciplinary connections:	Math, History, English Cognates, and Social Studies
21st century themes:	Global awareness and economic literacy
Unit Rationale:	Students will become familiar with additional vocabulary and structures thus enabling them to continue developing their communicative skills.
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.	
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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 describe clothing in French? • How do sizes differ with European designs? • How does one describe color, fabric, material and design in French? • How does one make comparisons in French? 	Learning additional vocabulary about clothing and related material will enable students to better their communicative and written skills in the target language.
Unit Learning Targets	
<i>Students will ...</i>	
<ul style="list-style-type: none"> • Be able to describe clothes and accessories • Be able to count and rank items in a series • Be able to make comparisons • Be able to ask people to make choices 	

Evidence of Learning	
<p>Summative Assessment – 36 days Students will prepare an oral presentation describing 3 different events and the clothes necessary for each. They will also make a visual to accompany the presentation—such as a poster or a power point.</p> <p>Equipment needed: Overhead projector, DVD, CD</p> <p>Teacher Resources: Text, Notes, Teacher’s Resource Books, Workbook</p> <p>Benchmark Assessments: listening, speaking, reading assessments</p> <p>Alternative Assessments: creative cultural projects, group presentations,</p>	
Formative Assessments	
<ul style="list-style-type: none"> • Vocabulary tests • Grammar tests • Listening tests 	<ul style="list-style-type: none"> • Speaking assessments • Project • Homework
Lesson Plans	
Lesson	Timeframe
Lesson 25	10 days
Lesson 26	10 days
Lesson 27	10 days
Lesson 28	10 days
Teacher Notes:	
Curriculum Development Resources	
Discovering French Nouveau Blanc	

Unit Overview	
Content Area: Unit 8	
Unit Title: Vacation and Travel	
Target Course/Grade Level: French 3 – Grade 10	
Unit Summary: In this unit, students will learn vocabulary about travel. They will learn where and when the French travel. Students will be able to describe travel plans and will be made aware of geographical terms in French. Students will learn and converse in the future tense.	
Primary interdisciplinary connections: Math and Reading 21st century themes: Global awareness, economic and civic awareness.	
Unit Rationale: Students will acquire additional vocabulary and structures which will enable a higher proficiency in the target language.	
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.	
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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 geographical terms in French? • How does one converse in French in the future tense? • How does one express travel plans in French? • How does one converse about train and plane travel in French? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Learning the future tense, geographical terms, and travel vocabulary will enhance the students' communicative and writing skills. • Also, the unit makes students aware of other cultures
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Be able to converse using country names in French 	

- Be able to describe a vacation and travel plans
- Be able to converse using the future tense

Evidence of Learning

Summative Assessment:

Students will create a poster depicting a dream vacation and make a presentation describing that vacation.

Equipment needed: Overhead projector, CD, DVD

Teacher Resources: Text, Resource Books, Workbook

Benchmark Assessments: listening, speaking, reading assessments

Alternative Assessments: creative cultural projects, group presentations,

Formative Assessments

- | | |
|--|---|
| <ul style="list-style-type: none"> • Vocabulary tests • Grammar tests • Listening tests | <ul style="list-style-type: none"> • Speaking assessments: skits/presentations • Homework • Workbook |
|--|---|

Lesson Plans

Lesson	Timeframe
Lesson 29	10 days
Lesson 30	10 days
Lesson 31	10 days
Lesson 32	10 days

Teacher Notes:

Curriculum Development Resources:

Discovering French Nouveau Blanc

Unit Overview	
Content Area:	Unit 9
Unit Title:	The car and Road Travel
Target Course/Grade Level:	French 3 – Grade 10
Unit Summary:	Students will learn vocabulary about cars and related road travel vocabulary. They will learn about the types of cars the French drive and how one gets a driver’s license in France. Students will be introduced to the subjunctive mood.
Primary interdisciplinary connections:	Math and English
21st century themes:	Global awareness, economic and civic literacy.
Unit Rational:	Students will acquire additional vocabulary and structures which will enhance their ability in the target language.
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	
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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 converse in French about automobile travel? • How does one express the different parts of a car in French? • How does one express one’s feelings events In French? 	<ul style="list-style-type: none"> • Learning about the car and related situations enhances the students’ communicative and writing skills. • Becoming familiar with subjunctive mood advances the students’ communicative abilities
Unit Learning Targets	
<i>Students will ...</i>	
<ul style="list-style-type: none"> • Be able to express their feelings about varied situations using subjunctive mood • Be able to identify the types of cars used by the French • Be able to identify the parts of a vehicle 	

<ul style="list-style-type: none"> • Be able to identify road signs 	
Evidence of Learning	
<p>Summative Assessment: In a paired activity, students will create a skit depicting a car trip. They will endeavor to maximize use of vocabulary presented.</p> <p>Equipment needed: Overhead projector, CD, DVD</p> <p>Teacher Resources: Text, Resource books, Workbook</p> <p>Benchmark Assessments: listening, speaking, reading assessments</p> <p>Alternative Assessments: creative cultural projects, group presentations,</p>	
Formative Assessments	
<ul style="list-style-type: none"> • Vocabulary tests • Grammar tests • Listening tests 	<ul style="list-style-type: none"> • Speaking assessments: skits / presentations • Homework • Workbook
Lesson Plans	
Lesson	Timeframe
Lesson 33	10 days
Lesson 34	10 days
Lesson 35	5 days
Lesson 36	5 days
Teacher Notes:	
Curriculum Development Resources	
Discovering French Nouveau Blanc	

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 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming	<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> <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>

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.