

# 8th Grade French

Content Area: **World Language**  
Course(s): **French I**  
Time Period: **Marking Period 1**  
Length: **4 weeks**  
Status: **Published**

## Course Pacing Guide

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This pacing guide should include the vision and mission of the course. It will be the same for all units in your course. All units should add up to 40 weeks.

## Foods

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## Enduring Understandings

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Delete this and replace with your enduring understandings:

- Statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom.
- Synthesize what students should understand—not just know or do—as a result of studying a particular content area.
- Articulate what students should “revisit” over the course of their lifetimes in relationship to the content area.
- Frame the big ideas that give meaning and lasting importance to such discrete curriculum elements as facts and skills
- Can transfer to other fields as well as adult life
- Provide a conceptual foundation for studying the content area
- Deliberately framed as declarative sentences that present major curriculum generalizations and recurrent ideas.

## Essential Questions

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## Student Learning Objectives (SLOs)

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## **New Jersey Student Learning Standards (No CCS)**

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HPE.2.1.8.B.3

Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.

## **Inter-Disciplinary Connections**

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List at least 1 specific standard

No general statements

## **Technology Standards**

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List specific standards that are relevant

No general statements

## **21st Century Themes/Careers**

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List specific standards that are relevant

No general statements

## **Financial Literacy**

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## **Instructional Strategies & Learning Activities**

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## **Differentiated Instruction**

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Examples may include:

- Curriculum Mapping
- Inquiry-Based Learning

- Project-Based Learning
- Adjusting classroom Layout & Design
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning Through Play
- Meaningful Student Voice & Choice
- Learning Badges
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Students lead
- Points per level
- Spiral learning
- Technology integration
- Debate
- 4-Corners debate
- Agree/Disagree debate
- LMS use
- Double-Entry Journal/Essay Writing
- Analogies, Metaphors, And Visual Representations
- Reciprocal Teaching
- Mock Trial
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- RAFT Assignments
- Grouping
- Socratic Seminar
- Problem-Based Learning/Place-Based Education
- Learning Blends
- Write-Around
- Genius Hour
- Rubrics
- QFT Seminar
- Learning Menus
- Cubing
- Layering (e.g., layered curriculum or assessment)
- Jigsaws
- Graphic Organizers
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Planning Through Learning Taxonomies
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

- Learning Feedback
- Mini-Lessons
- Class Rules

\*Add or remove any of these as you see fit.

## **Formative Assessment**

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## **Summative Assessment**

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## **Benchmark Assessments**

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## **Alternate Assessments**

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## **Resources & Technology**

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## **BOE Approved Texts**

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## **Closure**

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Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion.

Email their guardians the answer so that the topic can be discussed over dinner.

- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing their summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, other students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like \_\_\_\_\_ because \_\_\_\_\_."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

\*Add to or remove any of these as you see fit.

## ELL

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Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries

- Google Translate

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## **Special Education**

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List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Modify expectations based on student needs.
- Give alternatives to long written reports.
- Develop individualized rules for the student.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Seat the student away from windows or doorways.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Use alternatives to crossword puzzles or word finds.
- Maintain adequate space between desks. Instruction and Assignments Directions
- Use both oral and printed directions.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Teach the student how to take tests (e.g., how to review, to plan time for each section).
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Use recognition tests (true-false, multiple choice, or matching) instead of essays.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Provide typed test materials, not tests written in cursive.
- Allow take-home or open-book tests.
- Provide possible answers for fill-in-the blank sections.

- Provide the first letter of the missing word.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Provide a partial grade based on individual progress or effort.
- Use daily or frequent grading averaged into a grade for the quarter.
- Weight daily work higher than tests for a student who performs poorly on tests.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

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## **504**

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Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

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## **At Risk**

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Examples may include:

- Large print textbooks
- Textbooks for at-home use
- Additional time for assignments
- A locker with adapted lock
- Review of directions
- Review sessions
- Use of mnemonics
- Have student restate information
- Provision of notes or outlines

- Concrete examples
- Adaptive writing utensils
- Support auditory presentations with visuals
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Space for movement or breaks
- Study sheets and teacher outlines
- Extra visual and verbal cues and prompts
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of tape recorder for lectures
- Use of computers and calculators
- Books on tape
- Graphic organizers
- Quiet corner or room to calm down and relax when anxious
- Preferential seating
- Alteration of the classroom arrangement
- Reduction of distractions
- Answers to be dictated
- Hands-on activities
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Alternate quiet and active time
- Teach time management skills
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Agenda book and checklists
- Daily check-in with case manager or special education teacher
- Adjusted assignment timelines
- Visual daily schedule
- Varied reinforcement procedures
- Immediate feedback
- Work-in-progress check
- Personalized examples

#### TESTING AND ASSESSMENT ACCOMMODATIONS:

- Answers to be dictated
- Frequent rest breaks
- Additional time
- Oral testing
- Untimed tests
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Accept short answers
- Open-book or open-note tests



- Read test and directions to student
- Provide study guides prior to tests
- Highlight key directions
- Test in alternative site
- Use of calculator or word processor
- Extra credit option
- Pace long-term projects
- Preview test procedures
- Simplified test wording; rephrased test questions and/or directions

#### GENERAL MODIFICATIONS:

- Allow outlining, instead of writing for an essay or major project
- Use of alternative books or materials on the topic being studied
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

#### BEHAVIOR MODIFICATIONS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Have parent sign behavior chart
- Set and post class rules
- Chart progress and maintain data

\*Add to or remove any of these as you see fit.

Examples may include:

- Offer the Most Difficult First
- Pretest for Volunteers
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking

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