

# French C

## Course Compendium

### UNITS OF STUDY\*

Unit 1- *Allons-y! 12 weeks - September- November*

Unit 2- *C'est chic! 16 weeks- December- March*

Unit 3- *Vive les vacances! 9 weeks- April- May*

Unit 4- *Bon appétit! 3 weeks- June*

### INTERDISCIPLINARY CONNECTIONS

#### **NJSLS Companion Standards Grades 6-8**

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

**NJSLSA.W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**RH.6-8.7.** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**RH.6-8.8.** Distinguish among fact, opinion, and reasoned judgment in a text.

**WHST.6-8.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**WHST.6-8.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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## 21st Century Life and Careers

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP7.** Employ valid and reliable research strategies.

**CRP11.** Use technology to enhance productivity.

**9.3.ST.2** Use technology to acquire, manipulate, analyze and report data.

**9.2.8.B.4** Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

**9.1.8.E.4** Prioritize personal wants and needs when making purchases.

**9.1.8.B.6** Evaluate the relationship of cultural traditions and historical influences on financial practice.

## Technology

**8.1.8.D.1** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**8.2.8.E.1** Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> <li>• <a href="#">WIDA Can Do Descriptors for Grades 6-8*</a></li> <li>• <a href="#">WIDA Essential Actions Handbook</a></li> <li>• <a href="#">FABRIC Paradigm</a></li> <li>• <a href="#">Wall Township ESL Grading Protocol</a></li> </ul> <p>*Use WIDA Can Do Descriptors in coordination with <a href="#">Student Language Portraits (SLPs)</a>.</p> <p><b>Potential Accommodations for ELLs</b></p> <ul style="list-style-type: none"> <li>• Personal glossary</li> <li>• Text-to-speech</li> <li>• Extended time</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">New Jersey Tiered System of Supports</a></li> <li>• <a href="#">National Center on Universal Design for Learning - About UDL</a></li> <li>• <a href="#">UDL Checklist</a></li> <li>• <a href="#">UDL Key Terms</a></li> </ul> <p><u>Response to Intervention:</u> Reteach to Build Understanding, Additional Vocabulary Support, Build Mathematical Literacy</p> <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified</p>	<ul style="list-style-type: none"> <li>• <a href="#">Knowledge and Skill Standards in Gifted Education for All Teachers</a></li> <li>• <a href="#">Pre-K-Grade 12 Gifted Programming Standards</a></li> <li>• <a href="#">Gifted Programming Glossary of Terms</a></li> </ul> <p><b>Potential Accommodations for Advanced Learners</b></p> <ul style="list-style-type: none"> <li>• Use of high level academic vocabulary/texts</li> <li>• Problem-based learning</li> <li>• Pre-assess to condense curriculum</li> <li>• Interest-based research</li> </ul>

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<ul style="list-style-type: none"> <li>● Simplified / verbal instructions</li> <li>● Frequent breaks</li> <li>● Small group/One to one</li> <li>● Additional time</li> <li>● Review of directions</li> <li>● Student restates information</li> <li>● Extra visual and verbal cues and prompts</li> <li>● Preferential seating</li> <li>● Verbal and visual cues regarding directions and staying on task</li> <li>● Checklists</li> <li>● Immediate feedback</li> </ul>	<p>disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p style="text-align: center;"><b>Potential Accommodations for Special Education</b></p> <p><b>Presentation accommodations:</b></p> <ul style="list-style-type: none"> <li>● Listen to audio recordings instead of reading text</li> <li>● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge</li> <li>● Work with fewer items per page and/or materials in a larger print size</li> <li>● Use a visual blocker</li> <li>● Use visual presentations of verbal material, such as word webs and visual organizers</li> <li>● Be given a written list of instructions/picture cues</li> </ul> <p><b>Response accommodations:</b></p> <ul style="list-style-type: none"> <li>● Give responses in a form (oral or written) that's easier for him/her</li> <li>● Dictate answers to a scribe</li> <li>● Capture responses on an audio recorder</li> <li>● Use a spelling dictionary or electronic spell-checker</li> <li>● Use a word processor to give responses in class</li> <li>● Use a calculator or table of "math facts"</li> </ul> <p><b>Setting accommodations:</b></p> <ul style="list-style-type: none"> <li>● Work or take a test in a different setting, such as a quiet room with few distractions</li> <li>● Sit where he/she learns best (for example, near the teacher)</li> <li>● Take a test in small group setting</li> </ul> <p><b>Timing accommodations:</b></p> <ul style="list-style-type: none"> <li>● Take more time to complete a task or a test</li> <li>● Have extra time to process oral information and</li> </ul>	<ul style="list-style-type: none"> <li>● Authentic problem-solving</li> <li>● Homogeneous grouping opportunities</li> </ul> <hr/> <p style="text-align: center;"><b>Students with 504 Plans</b></p> <hr/> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>
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	<p>directions</p> <ul style="list-style-type: none"> <li>• Take frequent breaks, such as after completing a task</li> </ul> <p><b>Assignment modifications:</b></p> <ul style="list-style-type: none"> <li>• Complete fewer or different homework problems than peers</li> <li>• Shorten assignment</li> <li>• Answer fewer or different test questions</li> <li>• Create alternate projects or assignments</li> </ul>	
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**At Risk Learners / Differentiation Strategies**

<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>Independent Research &amp; Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p>
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