

# French Language & Culture Course Compendium

**FRENCH LANGUAGE AND CULTURE Credits: 5 Prerequisite: Placement  
Grades: 9, 10, 11, 12**

## UNITS OF STUDY\*

Unit 1- *Global Challenges: Environment*

Unit 2- *Families & Communities*

Unit 3- *Personal and Public Identities: Multiculturalism*

Unit 4- *Beauty & Aesthetics*

Unit 5- *Science & Technology*

Unit 6- *Review for French Language & Culture AP Exam*

Unit 7- *Contemporary Life: Education*

Unit 8- *My France*

This course surveys the social and cultural contexts of the French Language. It examines the ways in which a human language reflects the ways of life and beliefs of its speakers, contrasted with the extent of the language's influence on culture. French culture and language is examined.

## INTERDISCIPLINARY CONNECTIONS

### **NJSLS Companion Standards**

**RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

**RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

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

**NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Social Studies**

**6.3.8.A.3** Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

### **21st Century Life and Careers**

**CRP1.** Act as a responsible and contributing citizen and employee.

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

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

**CRP10.** Plan education and career paths aligned to personal goals.

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

**CRP12.** Work productively in teams while using cultural global competence

9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

9.3.HT-TT.3 Analyze cultural diversity factors to enhance travel planning.

*\*See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

# Technology

**8.2.12.D.6** Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

**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>- Personal glossary</li> <li>- Text-to-speech</li> <li>- Extended time</li> <li>- Simplified / verbal instructions</li> <li>- Frequent breaks</li> </ul> <p><a href="#">WIDA Can Do Descriptors for Grade 9-12</a>  <a href="#">WIDA Essential Actions Handbook</a>  <a href="#">FABRIC Paradigm</a>  <a href="#">Wall Township ESL Grading Protocol</a></p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> <li>- Small group/One to one</li> <li>- Additional time</li> <li>- Review of directions</li> <li>- Student restates information</li> <li>- Space for movement or breaks</li> <li>- Extra visual and verbal cues and prompts</li> <li>- Preferential seating</li> <li>- Follow a routine/schedule</li> <li>- Rest breaks</li> <li>- Verbal and visual cues regarding directions and staying on task</li> <li>- Checklists</li> <li>- Immediate feedback</li> </ul> <p>Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.</p> <p><a href="#">Considerations for Special Education Students 6-12</a>  <a href="#">National Center on Universal Design for Learning - About UDL</a>  <a href="#">UDL Checklist</a>  <a href="#">UDL Key Terms</a></p>	<ul style="list-style-type: none"> <li>- Use of high level academic vocabulary/texts</li> <li>- Problem-based learning</li> <li>- Preassess to condense curriculum</li> <li>- Interest-based research</li> <li>- Authentic problem-solving</li> <li>- Homogeneous grouping opportunities</li> </ul> <p><a href="#">Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12 Gifted Programming Standards</a>  <a href="#">Gifted Programming Glossary of Terms</a></p>
		<b>Students with 504 Plan</b>
		Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
At Risk Learners / Differentiation Strategies		
<ul style="list-style-type: none"> <li>Alternative Assessments</li> <li>Choice Boards</li> <li>Games and Tournaments</li> <li>Group Investigations</li> </ul>	<ul style="list-style-type: none"> <li>Independent Research &amp; Projects</li> <li>Multiple Intelligence Options</li> <li>Project-Based Learning</li> <li>Varied Supplemental Activities</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw</li> <li>Think-Tac-Toe</li> <li>Cubing Activities</li> <li>Exploration by Interest</li> </ul>

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Guided Reading  
Learning Contracts  
Leveled Rubrics  
Literature Circles  
Multiple Texts  
Personal Agendas

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

Flexible Grouping  
Goal-Setting with Students  
Homework Options  
Open-Ended Activities  
Use of Reading Buddies  
Varied Product Choices  
Stations/Centers  
Work Alone/Together