

French 2 Honors

Course Compendium

Credits: 5

Prerequisite: Placement (9th grade) OR French 1 CP with a final average of 91 with teacher recommendation

Grades: 9, 10, 11, 12

This course is an extension of French 1 in that the student advances his language skills through a coordinated Level 2 audiovisual program. The pace is faster, and the depth and scope of material is greater at the honors level. More oral and written work is required while a greater degree of independence in completing assignments is expected. The student continues to increase his familiarity of Francophone people and their customs as he observes them in action on videocassette and through individual and group project reports.

UNITS OF STUDY*

Unit 1- Le Shopping

Unit 2- Le temps libre

Unit 3- Les Repas

Unit 4- Describing oneself to others

Unit 5- Talking about the past

Unit 6- Defining Quantities

INTERDISCIPLINARY CONNECTIONS

NJSLS Companion Standards Grades 9-10 (Reading & Writing in History, Soc. St., Science, & Tech. Subjects) **Anchor Standards for Reading**

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.

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

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.

Reading History

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

Reading Science and Technical Subjects

RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

Anchor Standards for Writing

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

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Writing History

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

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

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

Technology

8.1.12.A.CS1 Understand and use technology systems.

8.1.12.B.CS1 Apply existing knowledge to generate new ideas, products, or processes.

| GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS | | |
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| English Language Learners | Students Receiving Special Education Services | Advanced Learners |
| <ul style="list-style-type: none">- Extended time- Simplified / verbal instructions | <ul style="list-style-type: none">- Small group/One to one- Additional time- Review of directions- Student restates information | <ul style="list-style-type: none">- Use of high level academic vocabulary/texts- Preassess to condense curriculum |

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| <p>WIDA Can Do Descriptors for Grade 9-12 WIDA Essential Actions Handbook FABRIC Paradigm Wall Township ESL Grading Protocol</p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> | <ul style="list-style-type: none"> - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Verbal and visual cues regarding directions and staying on task - Immediate feedback <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>Considerations for Special Education Students 6-12 National Center on Universal Design for Learning - About UDL UDL Checklist UDL Key Terms</p> | <p>- Homogeneous grouping opportunities Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12 Gifted Programming Standards Gifted Programming Glossary of Terms</p> <p>Students with 504 Plan</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p> |
| <p>At Risk Learners / Differentiation Strategies</p> | | |
| <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 & 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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