



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

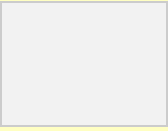
French
Grade 3-5

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved January 24, 2022



Springfield Public Schools
Springfield, New Jersey

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Assistant Superintendent

Curriculum Developed By:
Candice Schiano- Supervisor of Humanities
Laure D'Angelo- French Teacher
Maria Genova- French Teacher

*Springfield Board of Education
PO Box 210
Springfield, New Jersey 07081*

"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
Superintendent of Schools
(973) 376-1025

Michelle Calas
School Business Administrator/
Board Secretary
(973) 376-1025

Resolution: School Government
Introduced By: Mrs. Gamarekian
Seconded By: Mr. Miller
Adopted: January 24, 2022

Revised Curriculum

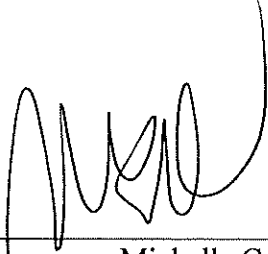
At the recommendation of the Superintendent, to approve the following revised curriculum –

- Grades 3-5 French
- Grade 6 French
- Grade 7 French
- Grade 8 French
- Grades 9-12: French I, French II, French III, French IV, AP French V

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on January 24, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 25th of January 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary

Unit Overview Template

Content Area: French **Grade Level:** 3-5 **Unit Title:** Bonjour mes amis!

Unit Summary: Students will use the target language in the three modes of communication in order to talk about themselves, introduce and describe friends, family members and pets. The learners will ask questions to others in order to learn about each other and share their own family background. They will explore the geographical and cultural characteristics of the French-speaking world in order to understand how it evolves around the rest of the world and how it is shaping our global society. The learners will discover that cultural awareness is directly linked to acceptance and understanding of others.

Primary Interdisciplinary Connections: Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. They build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. The learner interacts with cultural competence and understanding, using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

21st Century Themes **X** Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology **X** Critical Thinking and Problem Solving: **X** ICT Literacy **X** Information Literacy ☐ Life and Career Skills **X** Communication and Collaboration **X** Media Literacy

Unit Rationale: This unit will develop the learner's understanding of the importance of learning another language, communicate effectively in more than one language and connect with other disciplines by developing critical thinking and cultural awareness. This unit will assist in developing language skills in order to ask questions in the target language, to learn about someone, talk about oneself and someone else.

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.

Standard 9.4 Life Literacies and Key Skills - This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Content Statements: **FL.NL.7.1.NL.IPRET** - Interpretive Mode of Communication - Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

FL.NL.7.1.NL.IPERS - Interpersonal Mode of Communication - Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

FL.NL.7.1.NL.PRSNT - Presentational Mode of Communication - Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Information and Media Literacy, Technology Literacy - Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making. Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

CPI#:	Cumulative Progress Indicator (CPI):
FL.NL.7.1.NL.I PERS.1-4	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. Respond with physical actions and/or gestures to simple oral directions, commands, and requests. Recognize a few common gestures associated with the target culture(s). Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
FL.NL.7.1.NL.I PRET.1-6	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. React to a few procedural instructions, directions, and commands in classroom situations. Enact a few culturally authentic gestures when greeting others and during leave takings. Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
FL.NL.7.1.NL.I PRSNT.1-4	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

	Imitate a few culturally authentic gestures when greeting others and during leave takings. State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. Collaborating digitally as a team can often develop a better artifact than an individual working alone.
9.4.5.TL.4:	Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
SEL.PK-12.1.1-4	Recognize one's feelings and thoughts. Recognize the impact of one's feelings and thoughts on one's own behavior. Recognize one's personal traits, strengths, and limitations. Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2.1-3	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors. Recognize the skills needed to establish and achieve personal and educational goals. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goal.
SEL.PK-12.3.1-4	Recognize and identify the thoughts, feelings, and perspectives of others. Demonstrate awareness of the differences among individuals, groups, and others' cultural backgrounds. Demonstrate an understanding of the need for mutual respect when viewpoints differ. Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.1-3	Develop, implement and model effective problem-solving, and critical thinking skills. Identify the consequences associated with one's actions in order to make constructive choices. Evaluate personal, ethical, safety, and civic impact of decisions.
SEL.PK-12.5.1-5	Establish and maintain healthy relationships. Utilize positive communication and social skills to interact effectively with others. Identify ways to resist inappropriate social pressure. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. Identify who, when, where, or how to seek help for oneself or others when needed.

Unit Essential Questions:

- Why learn another language?
- Do people from other cultures greet each other differently? On the other hand, is there one universal way of initiating a conversation?
- How do cultural products, practices, and perspectives influence social interactions?
- What sort of information is typically exchanged when first meeting someone?
- What can I discuss with my classmates and teacher at school?

Unit Enduring Understandings:

- Social interaction in French Speaking countries requires knowledge of cultural norms and expressions.
- It is important to be aware of the places in the world where French is spoken.

Unit Learning Targets:

Students will be able to demonstrate knowledge of the following skills and concepts: recognize names of French speaking countries found in culturally authentic sources; ask memorized questions related to one's name, age, and country of origin; answer simple questions related to one's name, age and country of origin; use appropriate greetings and leave taking from the target culture; imitate appropriate intonation for asking different types of questions in the target language; recognize descriptions of family members and friends; ask and answer memorized questions related to physical characteristics and personality traits; describe self and others by using oral and written tools. Retell highlights from a culturally authentic text (oral or written) that includes physical characteristics and personality traits.

Students will be able to:

- greet someone and say goodbye
- exchange names
- ask and say how someone is doing
- introduce someone
- talk about family members and friends.
- give some information about family and friends.
- describe people.
- locate France on a map of Europe
- locate countries bordering France.
- become acquainted with a few Francophone countries in the world

Evidence of Learning

- Summative Assessment:**
- Ongoing assessment.
 - Oral/written weekly assessment.
 - Age appropriate worksheets, projects and games.

Equipment Needed: Teacher laptop, projector

Teacher Resources: Online websites, creative activities, teacher handouts

Formative Assessments:

- Do Now
- Oral greetings at beginning of class
- Pair and group conversations in French
- Class discussions
- Pair discussions
- Think-Pair-Share
- Collaborative work
- Technology appropriateness and expertise
- Reviews
- Games
- Exit tickets

Lesson Plans

Lesson	Time Frame
Lesson 1 Faisons Connaissance	1 hour/week
Lesson 2 The Francophone world	1 hour/week
Lesson 3 Ma Famille	1 hour/week

Teacher Notes:

Lesson plans, worksheets and projects, working collaboratively within the French department across grade levels

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.duolingo.com/>

<https://www.youtube.com/>

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Lesson Plan 1 Template

Content Area: French Lesson Title: Faisons Connaissance Time Frame: 1 hour/week

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy

☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. They build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. The learner interacts with cultural competence and understanding, using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Integration of Technology: Interactive activities, videos/audio clips, teacher laptop, authentic videos, Google Slides/hyperlinks

Equipment Needed: Laptop, projector



Goals Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
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Students will:

- Be able to identify and use greeting expressions in a conversation using: “Bonjour!”
- Be able to identify and use Je m’appelle
- Be able to identify and use Au Revoir
- Be able to ask how someone is doing and answer how they are feeling: Comment ça va? (how are you)(ça va bien, comme ça, comme ça, ça va mal)
- Be able to ask someone’s age and share their own age

Lesson Sequence

1. Teacher and students greet each other in French using Bonjour/ Bonjour la classe.
2. Teacher asks the class how everyone is doing using the question: “Comment ça va?”
3. Students raise their hands and answer by saying “Ça va bien!”
4. Introduction of the French Question: “ Quel âge as tu?” and the answer J’ai.....ans.
5. Teacher writes the question “Quel âge as tu?” on the board and asks the class to repeat it a few times.
6. Students guess the meaning of the question.
7. Students answer the question by giving the number in French.
8. Students gradually build a conversation using all the greeting expressions learned.
9. Teacher gives each student a handout with all the greeting expressions learned and students use it to create a comic strip taking place in a francophone country of their choice.
10. Students color and illustrate their comic strip with French themes.

- Think-pair-share
- Classwork
- Collaborative work
- Games
- Oral (teacher/students and students/students)
- Exit Ticket

Differentiation:

Tiered activities
 Encouragement and support
 Positive feedback
 Interest based options (product/process choice)
 Learning Modalities (interpersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
 Technology integration
 Flexibility, extended time, repeating directions
 Organization: class folder, color code materials
 Recall: teacher makes checklists, visual and verbal reminders, vocabulary lists
 Comprehension: Short manageable tasks, immediate feedbacks, one step directions

Resources Provided:

- Teacher handouts and worksheets
- Culturally authentic multimedia resources: YouTube, documentaries

Lesson Plan 2 Template

Content Area: French Lesson Title: Le Monde Time Frame: 1 hour/week
 Francophone

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. They build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. The learner interacts with cultural competence and understanding, using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Integration of Technology: Interactive activities, videos/audio clips, teacher laptop, authentic videos, Google Slides/hyperlinks

Equipment Needed: Laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to identify and use greeting expressions in order to communicate and to learn about each other - Be able to talk about Europe and its position in the rest of the world. Students will locate the country of France on a map of Europe - Be able to locate the surrounding countries bordering France. Emphasis will be given to Spain, Italy, Switzerland, Germany and England	Lesson Sequence - Greet the class in the target language (the class will greet the teacher back in French) using <i>Bonjour</i>. - Introduce oneself using <i>Je m'appelle</i>. Have students introduce themselves using expressions. - Talk about when to use <i>Bonjour</i> and <i>Au revoir</i> throughout the day. - Teacher demonstrates with a student how to apply those two words in a short conversation.	- Think-pair-share - Classwork - Collaborative work - Games - Oral (teacher/students and students/students) - Exit Ticket

*“Bonjour Madame
Bonjour Eleve.
Au Revoir Madame
Au Revoir Eleve”*

5. Student chooses a student to have the same conversation with.
6. The class encourages more pairs to take turns pretending to be French.
7. Teacher asks students where Europe is located in the world. (students share with the class)
8. Students share family backgrounds and their links with Europe and the rest of the world.
9. Teacher hands out a map of Europe to each student.
10. Students look for the country of France on the map and bordering countries.
11. The class also explores all surrounding countries.
12. Students will color the country of France with the color of the French Flag.
13. Students will color the surrounding countries with a color of their choice.

Differentiation:

Tiered activities

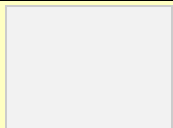
Encouragement and support

Positive feedback

Interest based options (product/process choice)

Learning Modalities (interpersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)

Technology integration



Flexibility, extended time, repeating directions

Organization: class folder, color code materials

Recall: teacher makes checklists, visual and verbal reminders, vocabulary lists

Comprehension: Short manageable tasks, immediate feedbacks, one step directions

Resources Provided:

- Teacher handouts and worksheets
- Culturally authentic multimedia resources: YouTube, documentaries

Lesson Plan 3 Template

Content Area: French Lesson Title: Ma Famille Time Frame: 1 hour/week

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. They build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. The learner interacts with cultural competence and understanding, using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Integration of Technology: Interactive activities, videos/audio clips, teacher laptop, authentic videos, Google Slides/hyperlinks

Equipment Needed: Laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be able to recognize family member names of the immediate family • Be able to recognize family member names of the extended family • Be able to recognize some names of some family pets	Lesson Sequence 1. Greet the class in the target language (the class will greet the teacher back in French) using <i>Bonjour</i>. 2. Students listen to a hello song and sing along. 3. Students practice their salutations with the teacher and each other. <i>Comment ça va? Ça va bien, mal, comme ci comme ça.</i> 4. Students listen to a song about the family. 5. Students watch a PowerPoint with various family names and pet names.	• Think-pair-share • Classwork • Collaborative work • Games • Oral (teacher/students and students/students) • Exit Ticket

- | | | |
|--|--|--|
| | <ol style="list-style-type: none"> 6. Students are given a sheet and asked to label the family members and pets names. 7. Students are asked to fill out a family tree of their own family. 8. Students are shown a PowerPoint on additional pets. 9. Students listen to the song Frère Jacques. | |
|--|--|--|

Differentiation:

Tiered activities

Encouragement and support

Positive feedback

Interest based options (product/process choice)

Learning Modalities (interpersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)

Technology integration

Flexibility, extended time, repeating directions

Organization: class folder, color code materials

Recall: teacher makes checklists, visual and verbal reminders, vocabulary lists

Comprehension: Short manageable tasks, immediate feedback, one step directions

Resources Provided:

- Teacher handouts and worksheets
- Culturally authentic multimedia resources: YouTube, documentaries

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: French	Grade Level: 3-5	Unit Title: Bonjour Mes Amis!
Created: Laure D'Angelo, Maria Genova		Board Approved on:

Unit Overview Template

Content Area: French **Grade Level:** Grade 3-5 **Unit Title:** La Notion du Temps

Unit Summary: Students will learn and apply the days of the week in order to understand how to write the date in French following a specific sentence structure which requires a reverse order of the days of the week and the month compared to the American writing system. Students will familiarize themselves with the twelve months of the year and an emphasis will be placed on how to read and create a French calendar which starts at a different day of the week compared to the American calendar. Students will be exposed to weather expressions following the logical time frame of the school year and the seasons we are in in order to talk about weather expressions in a present time frame and apply them to their daily life. All weather expressions will be covered by the end of the school year and will be associated with the introduction of each new season the student is in.

Primary Interdisciplinary Connections: Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. They build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. The learner interacts with cultural competence and understanding, using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

21st Century Themes **X** Creativity and Innovation **X** Critical Thinking and Problem Solving **X** ICT Literacy
X Information Literacy ☐ Life and Career Skills **X** Communication and Collaboration **X** Media Literacy

Unit Rationale: This unit will develop the learner's understanding of the importance of learning another language, communicate effectively in more than one language and connect with other disciplines by developing critical thinking and cultural awareness. This unit will assist in developing language skills in order to ask questions in the target language, to learn about the days of the week and months of the year, the different seasons, and the expressions for weather.

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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FL.NL.7.1.NL.IPRET.1-6	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. React to a few procedural instructions, directions, and commands in classroom situations. Enact a few culturally authentic gestures when greeting others and during leave takings. Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
FL.NL.7.1.NL.IPRSNT.1-4	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals. Imitate a few culturally authentic gestures when greeting others and during leave takings. State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
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9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
SEL.PK-12. 1.1-4	Recognize one's feelings and thoughts. Recognize the impact of one's feelings and thoughts on one's own behavior. Recognize one's personal traits, strengths, and limitations. Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12. 2.1-3	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors. Recognize the skills needed to establish and achieve personal and educational goals. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goal.
SEL.PK-12. 3.1-4	Recognize and identify the thoughts, feelings, and perspectives of others. Demonstrate awareness of the differences among individuals, groups, and others' cultural backgrounds. Demonstrate an understanding of the need for mutual respect when viewpoints differ. Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12. 4.1-3	Develop, implement and model effective problem-solving, and critical thinking skills. Identify the consequences associated with one's actions in order to make constructive choices. Evaluate personal, ethical, safety, and civic impact of decisions.
SEL.PK-12. 5.1-5	Establish and maintain healthy relationships. Utilize positive communication and social skills to interact effectively with others. Identify ways to resist inappropriate social pressure. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. Identify who, when, where, or how to seek help for oneself or others when needed.

Unit Essential Questions:

- How do you write the date in French?
- Is writing the date in French the same as writing the date in the United States?
- How do you read a French Calendar?
- Which day starts the beginning of the French Calendar?
- What are the four seasons in French?
- What are the weather expressions in French?
- What are the weather expressions associated with each season?

Unit Enduring Understandings:

- Social interaction in French Speaking countries requires knowledge of cultural norms and expressions.
- Developing speaking and vocabulary skills allows us to communicate and share with others who we are and how we live our daily life in different countries.
- Developing a better understanding of each other is a direct link to acceptance and compassion.

Unit Learning Targets:

Students will....

- identify and apply the days of the week in the target language.
- identify and apply the months of the year in the target language.
- identify the days of the week, the months of the year and the numbers from 1-31 in order to write the date in French.
- write the date in French applying the reverse order of the day of the week and the number of the week.
- identify clothing items specific to the seasons of fall and winter.
- identify the four seasons of the year.
- identify and apply all the weather expressions according to each season.

Evidence of Learning

Summative Assessment:

- Ongoing assessment
- Oral/written weekly assessment
- Age appropriate worksheets, projects and games

Equipment Needed: Teacher laptop, projector

Teacher Resources Teacher handouts, online websites, creative activities

Formative Assessments:

- Do Now
- Oral greetings at beginning of class
- Pair and group conversations in French
- Class discussions
- Pair discussions
- Think-Pair-Share
- Collaborative work
- Technology appropriateness and expertise
- Reviews
- Games
- Exit tickets

 SPRINGFIELD PUBLIC SCHOOLSENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS**Lesson Plans**

Lesson	Time Frame
Lesson 1 Days of the Weeks and Months of the Year	1 hour/week
Lesson 2 Seasons, Weather Expressions and Clothing items	1 hour/week
Lesson 3 Holidays and Celebrations	1 hour/week

Teacher Notes:

Lesson plans, worksheets and projects, work collaboratively with the French department across grade levels

Curriculum Development Resources/Technology Resources:

<https://www.duolingo.com/>

<https://www.youtube.com/>

Lesson Plan 1 Template

Content Area: French Lesson Title: Days of the Week and Months of the Year Time Frame: 1 hour/week

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. They build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. The learner interacts with cultural competence and understanding, using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Integration of Technology: Interactive activities, videos/audio clips, teacher laptop, authentic videos

Equipment Needed: Laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be able to count from 1 to 31 • Be able to identify the days of the week • Be able to say what date it is • Be able to say what month it is • Be able to say when their birthday month is • Be able to draw and fill in a calendar with events of their birthday month	Lesson Sequence 1. Greet the class in the target language (the class will greet the teacher back in French) using <i>Bonjour</i>. 2. Students listen to a hello song and sing along. 3. Students practice their salutations with the teacher and each other. 4. Comment ça va? <i>Ça va bien, mal, comme ci comme ça.</i> 5. Teacher asks about the weather.	• Think-pair-share • Classwork • Collaborative work • Games • Oral (teacher/students and students/students) • Exit Ticket

6. Students review numbers to 31.
7. Teacher shows PowerPoint on the days of the week.
8. Students repeat the days of the week and sing a song.
9. Teacher shows a PowerPoint of the months of the year.
10. Students repeat the months of the year and sing a song.
11. Students are asked when their birthday month is.
12. Students draw and fill in their birthday month calendar with various events.

Differentiation:

Tiered activities

Encouragement and support

Positive feedback

Interest based options (product/process choice)

Learning Modalities (interpersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)

Technology integration

Flexibility, extended time, repeating directions

Organization: class folder, color code materials

Recall: teacher makes checklists, visual and verbal reminders, vocabulary lists

Comprehension: Short manageable tasks, immediate feedbacks, one step directions

Resources Provided:

- Teacher handouts and worksheets
- Culturally authentic multimedia resources: YouTube, documentaries

Lesson Plan 2 Template

Content Area: French Lesson Title: Seasons, Weather Expressions and Clothing Items Time Frame: 1 hour/week

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. They build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. The learner interacts with cultural competence and understanding, using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Integration of Technology: Interactive activities, videos/audio clips, teacher laptop, authentic videos

Equipment Needed: Laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to identify the seasons of Autumn and Winter - Be able to say and talk about the weather - Be able to identify items of clothing for winter	Lesson Sequence - Greet the class in the target language (the class will greet the teacher back in French) using <i>Bonjour</i>. - Students listen to a hello song and sing along. - Students practice their salutations with the teacher and each other. <i>Comment ça va? Ça va bien, mal, comme ci comme ça.</i> - Teacher shows students PowerPoint on the season of winter and compares winter with fall.	- Think-pair-share - Classwork - Collaborative work - Games - Oral (teacher/students and students/students) - Exit Ticket

6. Students listen to a song about the seasons of winter and fall.
7. Teacher introduces weather expressions for winter.
8. Students practice asking each other about the weather.
9. Teacher shows PowerPoint on clothing items worn in the winter using a snowman, or *bonhomme de neige*.
10. Students play a game using recently learned vocabulary on clothing items and review the colors.

Differentiation:

Tiered activities

Encouragement and support

Positive feedback

Interest based options (product/process choice)

Learning Modalities (interpersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)

Technology integration

Flexibility, extended time, repeating directions

Organization: class folder, color code materials

Recall: teacher makes checklists, visual and verbal reminders, vocabulary lists

Comprehension: Short manageable tasks, immediate feedbacks, one step directions

Resources Provided:

- Teacher handouts and worksheets
- Culturally authentic multimedia resources: YouTube, documentaries

Lesson Plan 3 Template

Content Area: French Lesson Title: Holidays and Celebrations Time Frame: 1 hour/week

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. They build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. The learner interacts with cultural competence and understanding, using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Integration of Technology: Interactive activities, videos/audio clips, teacher laptop, authentic videos, Google Slides/hyperlinks

Equipment Needed: Laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to learn new weather expressions: : “Il fait du soleil”, “ Il fait beau”. “ Il fait du vent.” - Be able to compare and contrast American and French celebrations such as Valentine’s Day (La Saint Valentin) and April Fools’s Day (le Poisson d’Avril) - Be able to learn and identify food items for various celebrations - Be able to create a calendar and a flower/butterfly drawing	Lesson Sequence - Greet the class in the target language (the class will greet the teacher back in French) using <i>Bonjour</i>. - Review weather expressions with the class. - Teacher adds new weather expressions: “ Il fait beau”, “ Il fait du soleil”, “Il fait du vent.” - Students are shown a PowerPoint on holidays and	- Think-pair-share - Classwork - Collaborative work - Games - Oral (teacher/students and students/students) - Exit Ticket

to show all the new vocabulary learned.

- celebrations including Valentine's Day and April Fool's Day.
5. Students are introduced to vocabulary such as gifts, flowers, and chocolate.
 6. Students create a French Calendar for the months of February and March to include holidays and events such as the first day of Spring.
 7. Create/Art: students choose flowers or butterflies to display the colors of spring.

Differentiation:

Tiered activities

Encouragement and support

Positive feedback

Interest based options (product/process choice)

Learning Modalities (interpersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)

Technology integration

Flexibility, extended time, repeating directions

Organization: class folder, color code materials

Recall: teacher makes checklists, visual and verbal reminders, vocabulary lists

Comprehension: Short manageable tasks, immediate feedbacks, one step directions

Resources Provided:

- Teacher handouts and worksheets
- Culturally authentic multimedia resources: YouTube, documentaries

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: French	Grade Level: Grade 3-5	Unit Title: La Notion du Temps.
Created: Laure D'Angelo/ Maria Genova	Board Approved on:	

Unit Overview Template

Content Area: French **Grade Level:** Grade 3-5 **Unit Title:** La vie familiale.

Unit Summary: The learner will become familiar with talking about family members, parents, siblings, grand-parents, uncles, aunts, cousins as well as pets as being parts of their family. Students will extend their knowledge by introducing family members by names and age. Students will apply French numbers in order to mention someone's age as well as to solve basic math problems like additions, subtractions and multiplications.

So as to develop an understanding of the cultural differences between French and American daily life, students will be introduced to the main French meals of the day and compare them with their own. Food and drinks items will be presented as being part of the four main meals of the day.

By extending linguistic and cultural knowledge students will be able to talk about themselves in their daily life and share specific information about their personal and family life.

Primary Interdisciplinary Connections: Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. They build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. The learner interacts with cultural competence and understanding, using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

21st Century Themes **X** Creativity and Innovation **X** Critical Thinking and Problem Solving **X** ICT Literacy
X Information Literacy ☐ Life and Career Skills **X** Communication and Collaboration **X** Media Literacy

Unit Rationale: This unit will develop the learner's understanding of the importance of learning another language, communicate effectively in more than one language and connect with other disciplines by developing critical thinking and cultural awareness. This unit will assist in developing language skills in order to ask questions in the target language, talk about oneself and someone else, talk about one's family, and talk about food items.

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.

Standard 9.4 Life Literacies and Key Skills - This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Content Statements: **FL.NL.7.1.NL.IPRET** - Interpretive Mode of Communication - Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

FL.NL.7.1.NL.IPERS - Interpersonal Mode of Communication - Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

FL.NL.7.1.NL.PRSNT - Presentational Mode of Communication - Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Information and Media Literacy, Technology Literacy - Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making. Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

CPI#:	Cumulative Progress Indicator (CPI):
FL.NL.7.1.NL.IPERS.1-4	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. Respond with physical actions and/or gestures to simple oral directions, commands, and requests. Recognize a few common gestures associated with the target culture(s). Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
FL.NL.7.1.NL.IPRET.1-6	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. React to a few procedural instructions, directions, and commands in classroom situations. Enact a few culturally authentic gestures when greeting others and during leave takings. Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
FL.NL.7.1.NL.IPRSNT.1-4	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals. Imitate a few culturally authentic gestures when greeting others and during leave takings. State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. Collaborating digitally as a team can often develop a better artifact than an individual working alone.
9.4.5.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
SEL.PK-12. 1.1-4	Recognize one's feelings and thoughts. Recognize the impact of one's feelings and thoughts on one's own behavior. Recognize one's personal traits, strengths, and limitations. Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12. 2.1-3	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors. Recognize the skills needed to establish and achieve personal and educational goals. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goal.
SEL.PK-12. 3.1-4	Recognize and identify the thoughts, feelings, and perspectives of others. Demonstrate awareness of the differences among individuals, groups, and others' cultural backgrounds. Demonstrate an understanding of the need for mutual respect when viewpoints differ. Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12. 4.1-3	Develop, implement and model effective problem-solving, and critical thinking skills. Identify the consequences associated with one's actions in order to make constructive choices. Evaluate personal, ethical, safety, and civic impact of decisions.
SEL.PK-12. 5.1-5	Establish and maintain healthy relationships. Utilize positive communication and social skills to interact effectively with others. Identify ways to resist inappropriate social pressure. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. Identify who, when, where, or how to seek help for oneself or others when needed.

Unit Essential Questions:

- How do you talk about family members?
- What is a family tree?
- How many family members form a family tree?
- How do family members relate to each other?
- How do you introduce a family member?
- How do you mention someone's name and someone's age?
- How can I solve basic French math problems?
- How many main meals compose our day?
- What are the differences between French and American meals?
- What do people eat in France? What do people eat in the United States?
- Which kind of food composes each meal in France compared to the US?
- How can I talk about myself and my family so people can get to know me?

Unit Enduring Understandings:

- Social interaction in French speaking countries requires knowledge of cultural norms and expressions.
- Developing speaking and vocabulary skills allows us to communicate and share with others who we are and how we live our daily life in different countries. Developing a better understanding of each other is a direct link to acceptance and compassion.

Unit Learning Targets:

Students will be able to:

- mention all family members in the target language.
- read and describe a family tree.
- talk about the relationship between family members in the family tree.
- mention a family member's name and age according to genders.
- identify and apply all numbers from 0-40.
- apply numbers in order to solve basic math problems.
- solve French additions, subtractions and multiplications.
- recognize and talk about the four main meals of the day.
- recognize French food and drinks items that compose the four main meals of the day.
- Make cultural differences between French and American meals and food/drinks consumption.
- apply all learned French phrases and expressions to talk about oneself.

Evidence of Learning

- Summative Assessment:**
- Ongoing assessment.
 - Oral/ written weekly assessment.
 - Age appropriate worksheets, projects and games.

Equipment Needed laptops, online resources

Teacher Resources Teacher handouts, online websites, creative activities

Formative Assessments:

- Do Now
- Oral greetings at beginning of class
- Pair and group conversations in French
- Class discussions
- Pair discussions
- Think-Pair-Share
- Collaborative work
- Technology appropriateness and expertise
- Reviews
- Games
- Exit tickets

 SPRINGFIELD PUBLIC SCHOOLSENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS**Lesson Plans**

Lesson	Time Frame
Lesson 1 Talking about family members	1 hour/week
Lesson 2 Le Petit-déjeuner	1 hour/week
Lesson 3 Tout sur Moi	1 hour/week

Teacher Notes: Lesson plans, creating worksheets and projects, work collaboratively within the French department

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.duolingo.com/>

<https://www.youtube.com/>

Lesson Plan 1 Template

Content Area: French Lesson Title: Talking about family members Time Frame: 1 hour/days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. They build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. The learner interacts with cultural competence and understanding, using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Integration of Technology: Interactive activities, videos/audio clips, teacher laptop, authentic videos

Equipment Needed: Laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to identify Family members - Be able to read and talk about a family tree - Be able to identify relationships between family members on a family tree - Be able to talk about family members - Be able to tell someone's name - Be able to tell someone's age	Lesson Sequence - Greet the class in the target language (the class will greet the teacher back in French) using <i>Bonjour</i>. - Students look at French family tree. - Teacher and students go over all the different family members who compose a family tree. - Students look at the name under each family member. - Teacher ask the question "Comment s'appelle....?" - Students answer either "Il s'appelle" or "elle"	- Think-pair-share - Classwork - Collaborative work - Games - Oral (teacher/students and students/students) - Exit Ticket

	s'appelle" according to each family member. - Then teacher asks " Il a quel âge?" or " elle a quel âge?" according to the family member. - Students watch a French video about family members being introduced. - Create: Students create and illustrate a family tree writing the name and the age of each family member according to the new sentence structure learned.	
Differentiation: Tiered activities Encouragement and support Positive feedback Interest based options (product/process choice) Learning Modalities (interpersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic) Technology integration Flexibility, extended time, repeating directions Organization: class folder, color code materials Recall: teacher makes checklists, visual and verbal reminders, vocabulary lists Comprehension: Short manageable tasks, immediate feedbacks, one step directions		
Resources Provided: - Teacher handouts and worksheets - Culturally authentic multimedia resources: YouTubes, documentaries		

Lesson Plan 2 Template

Content Area: French Lesson Title: Le petit-déjeuner Time Frame: 1 hour/week

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. They build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. The learner interacts with cultural competence and understanding, using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Integration of Technology: Interactive activities, videos/audio clips, teacher laptop, authentic videos, Google Slides/hyperlinks

Equipment Needed: Laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to identify breakfast food - Be able to identify breakfast drinks - Be able to identify hot and cold drinks - Be able to discuss the cultural differences between French and American breakfast.	Lesson Sequence - Greet the class in the target language (the class will greet the teacher back in French) using <i>Bonjour</i>. - Students are introduced to the word: "Le petit-déjeuner" (breakfast). - The class goes over the meaning of the word "breakfast" (breaking the fasting time of the night)/ compare it with the French word "Petit-déjeuner"	- Think-pair-share - Classwork - Collaborative work - Games - Oral (teacher/students and students/students) - Exit Ticket

4. Students look at a handout with French breakfast food and drink.
5. Students identify each item.
6. Teacher explains which type of food is specific to a French breakfast.
7. Students watch a YouTube French song about Breakfast food. (visual and auditory reinforcement)
8. Students then share what they eat at home for breakfast for cultural differences and understanding.
9. Create: Students create a Breakfast menu.

Differentiation:

Tiered activities

Encouragement and support

Positive feedback

Interest based options (product/process choice)

Learning Modalities (interpersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)

Technology integration

Flexibility, extended time, repeating directions

Organization: class folder, color code materials

Recall: teacher makes checklists, visual and verbal reminders, vocabulary lists

Comprehension: Short manageable tasks, immediate feedback, one step directions

Resources Provided:

- Teacher handouts and worksheets
- Culturally authentic multimedia resources: YouTube, documentaries

Lesson Plan 3 Template

Content Area: French Lesson Title: Tout sur Moi Time Frame: 1 hour/week

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. They build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. The learner interacts with cultural competence and understanding, using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Integration of Technology: Interactive activities, videos/audio clips, teacher laptop, authentic videos, Google Slides/hyperlinks.

Equipment Needed: Laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be able to describe themselves • Be able to talk about their family • Be able to talk out their likes and dislikes • Be able to talk about their hobbies	Lesson Sequence 1. Greet the class in the target language (the class will greet the teacher back in French) using <i>Bonjour</i>. 2. Students will be introduced to the parts of the body using Tête Epaules Genoux et Pieds (head, shoulders, knees and toes). 3. Students will play a game of Jacques a dit (Simon says). 4. Students describe their hair color and eye color. 5. Students describe their family members.	• Think-pair-share • Classwork • Collaborative work • Games • Oral (teacher/students and students/students) • Exit Ticket

- | | | |
|--|--|--|
| | <ol style="list-style-type: none"> 6. Students are introduced to the verb aimer (to like) and the negative n'aimer pas (to not like) 7. Students will be shown a PowerPoint of different hobbies and activities. 8. Students will share whether they like or dislike the hobbies/activities shown. 9. Students will create a booklet "All about me." | |
|--|--|--|

Differentiation:

Tiered activities

Encouragement and support

Positive feedback

Interest based options (product/process choice)

Learning Modalities (interpersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)

Technology integration

Flexibility, extended time, repeating directions

Organization: class folder, color code materials

Recall: teacher makes checklists, visual and verbal reminders, vocabulary lists

Comprehension: Short manageable tasks, immediate feedback, one step directions

Resources Provided:

- Teacher handouts and worksheets
- Culturally authentic multimedia resources: YouTube, documentaries

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: French	Grade Level: Grade 3	Unit Title: La vie familiale
Created: Laure D'Angelo/ Maria Genova	Board Approved on:	



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
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)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
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
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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 tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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
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
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

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



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GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

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
Weekly or bi-weekly home-school communication
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 Interactive notebook
Use of a scribe
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
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational 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



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
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
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND 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 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



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GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- 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
- Set and post class rules
- Chart progress and maintain data



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GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension