



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

Springfield Public Schools
Springfield, New Jersey 07081

French
Grade 6

Curriculum Guide

2021

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

Springfield Public Schools
Springfield, New Jersey

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Assistant Superintendent of Curriculum and Instruction

Curriculum Developed By:

Timothy Kielty, Principal

Candice Schiano ~ Supervisor of Humanities

Laure D'Angelo ~ Teacher of French

*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

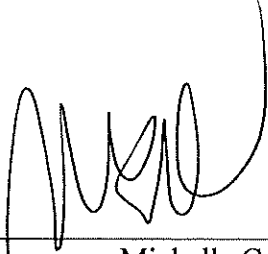
At the recommendation of the Superintendent, to approve the following revised curriculum –

- 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: 6	Unit Title: Salut Les Copains! Greetings and Introductions
-----------------------------	-----------------------	--

Unit Summary: Students will develop an understanding of similarities and differences between French and English and learn how to greet people according to cultural context and how to find personal information in order to know someone and to develop social connections inside the classroom and in the community. Students will become familiar with their classroom environment and understand the importance of communication inside their classroom with their peers and the teacher using the target language. Students will be introduced to French grammar, sentence structures, idioms, conjugating verbs, and will understand the differences and similarities between the English grammar and the French grammar.

Primary Interdisciplinary Connections: Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. The learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. The learners interact 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.

The learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. They build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. The learners access and evaluate information and diverse perspectives that are available through the language and its cultures. The learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Lifelong Learning: 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 ☐ ICT Literacy X Information Literacy X 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 skills and to solve problems creatively. Emphasis will be placed on language fluency and immersion in the classroom to familiarize each student with the need to develop language skills in order to communicate with each other. 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.

Career Readiness (Standard 9): Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as



responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy

Learning Targets

Standards: 7.1	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. World language students will be provided with the necessary skills to be ready for College and Career Readiness.
Content Statements:	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.
CPI#:	Cumulative Progress Indicator (CPI):
FL.NL.7.1.NL.IP RET.1-4	FL.NL.7.1.NL.IPRET.1 - [<i>Performance Expectation</i>] - 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. FL.NL.7.1.NL.IPRET.2 - [<i>Performance Expectation</i>] - Respond with physical actions and/or gestures to simple oral directions, commands, and requests. FL.NL.7.1.NL.IPRET.3 - [<i>Performance Expectation</i>] - Recognize a few common gestures associated with the target culture(s). FL.NL.7.1.NL.IPRET.4 - [<i>Performance Expectation</i>] - 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.IP ERS.1 -6	FL.NL.7.1.NL.IPERS.1 - [<i>Performance Expectation</i>] - Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. FL.NL.7.1.NL.IPERS.2 - [<i>Performance Expectation</i>] - 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. FL.NL.7.1.NL.IPERS.3 - [<i>Performance Expectation</i>] - Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.



	FL.NL.7.1.NL.IPERS.4 - [<i>Performance Expectation</i>] - React to a few procedural instructions, directions, and commands in classroom situations. FL.NL.7.1.NL.IPERS.5 - [<i>Performance Expectation</i>] - Enact a few culturally authentic gestures when greeting others and during leave takings. FL.NL.7.1.NL.IPERS.6 - [<i>Performance Expectation</i>] - 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.PRSNT.1-4	FL.NL.7.1.NL.PRSNT.1 - [<i>Performance Expectation</i>] - Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. FL.NL.7.1.NL.PRSNT.2 - [<i>Performance Expectation</i>] - Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals FL.NL.7.1.NL.PRSNT.3 - [<i>Performance Expectation</i>] - Imitate a few culturally authentic gestures when greeting others and during leave takings. FL.NL.7.1.NL.PRSNT.4 - [<i>Performance Expectation</i>] - 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.
LA.6.W.6.1.A LA.6.W.6.1.B LA.6.W.6.1.C	Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.3 9.4.2.TL.4 9.4.2.TL.5 9.4.2.TL.6	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). Create a document using a word processing application. Enter information into a spreadsheet and sort the information. Navigate a virtual space to build context and describe the visual content. Describe the difference between real and virtual experiences. Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
9.4.2.TL.7 9.4.8.TL.3 9.4.8.TL.5 9.4.8.TL.6	Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2). Select appropriate tools to organize and present information digitally. Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration. Collaborate to develop and publish work that provides perspectives on a real-world problem.



9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
SEL.PK-12.1.1 -4	1-Recognize one's feelings and thoughts 2-Recognize the impact of one's feelings and thoughts on one's own behavior 3-Recognize one's personal traits, strengths and limitations 4-Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1 -3	1-Understand and practice strategies for managing one's own emotions, thoughts and behaviors 2-Recognize the skills needed to establish and achieve personal and educational 3-Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1 -4	1-Recognize and identify the thoughts, feelings and perspectives of others 2-Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds 3-Demonstrate an understanding of the need for mutual respect when viewpoints differ 4-Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1 -3	1-Develop, implement and model effective problem solving and critical thinking skills 2-Identify the consequences associated with one's actions in order to make constructive choices 3-Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1 -4	1-Establish and maintain healthy relationships 2-Utilize positive communication and social skills to interact effectively with others 3-Identify ways to resist inappropriate social pressure 4-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 interaction?
- What sort of information is typically exchanged when first meeting someone?
- What can I discuss with my new 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 understand the cultural differences and similarities between French and English, the geography of francophone countries with a focus on France and Canada, the importance and advantages of learning another language for personal goals and lifestyle as well as career choices. Students will develop language fluency by asking basic questions in the target language and finding out how we are doing, our name, age, where we live, how we ask questions in the classroom to the teacher. Students will understand and apply grammar skills to form sentences, identify grammar differences between French and English, conjugate verbs, and the use of gender in the French language and their direct effect on agreements.

Students will be able to:

- greet someone and say goodbye
- exchange names
- ask and say how someone is
- introduce someone
- ask and tell how old someone is
- talk about things in a classroom
- ask and tell how words are spelled
- exchange email addresses
- use subjects and verbs
- subject pronouns
- indefinite articles and plural of nouns
- the verb avoir and the negation



Evidence of Learning

Summative Assessment:

- Section Unit Assessment (2 per chapters) for each Unit.
- Oral/ Written weekly Assessment, Problem Based Learning Project, Pre-Assessment tests Fluency in the classroom.

Equipment Needed: Class Laptops, Projectors, Class textbooks : “ Bien Dit! “ 1A.

Teacher Resources:

Teacher Laptop
Teacher textbook
my.hrw.com
youtube videos
Authentic resources
IDE Training and Support
Google slides hyperlinks
Edpuzzle
Kahoot
Wordwall
Nearpod

Formative Assessments:

- Do Now
- Oral/class greetings
- Daily written/oral activities
- Weekly quiz
- Class discussion
- Groups conversations
- Pair Conversations
- Online activities
- Interactive activities
- Think-Pair Share
- Homework
- Collaborative work
- Technology appropriateness and expertise
- Mini lessons and review
- Games
- Exit Ticket



Lesson Plans

Lesson	Time Frame
Lesson 1 Introducing Oneself and Someone Else	15 days
Lesson 2 In The Classroom	15 days
Lesson 3 Indefinite articles, avoir, negative form.	15 days

Teacher Notes:

Do now, distribute materials, return homework, prepare videos, listening comprehension podcasts, culturally authentic multimedia, vocabulary resources, lesson plans.

Learning to speak another language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people. (Savignon, 1983, p. 187)

Curriculum Development Resources/Technology Resources:

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

https://my.hrw.com/content/hmof/world_languages/hmhlanguages/na_fr/gr6-8/Bien_dit_2018_Online_TE_Lvl_1A_9780544869677_/correlation/ACTFL_Biendit_Level1a.htm

<http://www.state.nj.us/education/cccs/2014/wl/WL.pdf>

http://www.paterson.k12.nj.us/11_curriculum/world%20languages/French/FRENCH_I_UNIT_1.pdf



Lesson Plan 1 Template

Content Area: French 6 Lesson Title: Introducing Oneself and Someone else. Time Frame: 15 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: The learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. The learners interact 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.

The learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. They build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. The learners access and evaluate information and diverse perspectives that are available through the language and its cultures. The learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Integration of Technology: Online textbook Bien Dit!, interactive activities, video/audio clips. writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities.

Equipment Needed: class textbook Bien Dit!, laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Greet someone and say goodbye - Exchange names - Ask how someone is and respond - Introduce someone and respond to an introduction	Lesson Sequence Students use appropriate greetings and leave talking from the target culture. Imitate appropriate intonation for asking different types of questions in the target language 1. Teacher/ students greeting each other:	- Do Now - Oral/ Class Greetings - Daily written/oral activities - Weekly quiz - Groups conversations - Pair Conversations - Online activities - Interactive activities



• Ask someone's age and respond. • Identify subjects and verbs • Identify subject Pronouns	Formal/ informal introductions. 2. Student to student greeting each other, and using different ways to say hello/goodbye. Ask each other names and where they live. 3. Learning and applying numbers in order to ask someone's age and respond accordingly. 4. Subjects and verbs in a sentence: similarities in English. 5. Differences in English and French with Subject pronouns. Students use the target language in the three modes of communication to explore basic conversation and fluency skills. <u>Interpretive:</u> They interpret authentic written and video clips from their online textbook that focus on first introductions and personal information. <u>Interpersonal:</u> They engage in short unrehearsed conversations with classmates, the teacher in which they ask and answer questions about each other. <u>Presentational:</u> They use lists, chunks of language, and memorized phrases to introduce themselves while using culturally appropriate gestures and intonations.	• Think-Pair Share • Homework • Collaborative work • Technology appropriateness and expertise • Mini lessons and review • Games • Exit Ticket
Differentiation: Tiered activities (leveled reading and workbook activities) Flexible grouping based on ability/interest level Interest based options (product/process choice) Learning Modalities (interpersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)		



Technology integration

Quiz/Test/Grading: extended time, study guide, shorten test, read directions aloud

Assistive technology

Organization: Note taking assistance, color code materials, class folder

Recall: Teacher made checklist, visual and verbal reminders, graphic organizers

Comprehension: Short manageable tasks, immediate feedbacks, small group instruction

Resources Provided:

- Class textbook Bien dit! Level 1
- Online Textbook Bien Dit!
- Learning Interactive websites
- OnCourse French Website.
- Culturally authentic multimedia resources: youtube, documentaries



Lesson Plan 2 Template		
Content Area: French 6	Lesson Title: Dans la Salle de Classe	Time Frame: 15 days
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u>		
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: The learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. The learners interact 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. The learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. They build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. The learners access and evaluate information and diverse perspectives that are available through the language and its cultures. The learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
Integration of Technology: Online textbook Bien Dit!, interactive activities, video/audio clips. writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities.		
Equipment Needed: class textbook Bien Dit!, laptop, projector		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Ask about things in the classroom • Use il y a • Use classroom expressions • Give classroom commands	Lesson Sequence 1. Have students become familiar with classroom objects and furniture. Students listen to the teacher's commands and execute the actions being told. Students have to walk to each object	• Do Now • Oral/Class Greetings • Daily written/oral activities • Weekly quiz • Groups conversations • Pair Conversations • Online activities



Ask the teacher something	mentioned by the teacher. At the end of class students take a short written assessment to check their understanding. - Students draw a floor plan of their actual classroom and label every furniture and class objects present in the class. - Students use their floor plan to write a description of the classroom, using “il y a” and the appropriate indefinite articles. - Students create their own French classroom using either a PPT, drawing, imovie, 3D Design cardboard box and write a full description of their classroom. Students talk orally about their classroom.	- Interactive activities - Think-Pair Share - Homework - Collaborative work - Technology appropriateness and expertise - Mini lessons and review - Games - Exit Ticket
---	--	---

Differentiation:

Tiered activities (leveled reading and workbook activities)

Flexible grouping based on ability/interest level

Interest based options (product/process choice)

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

Technology integration

Quiz/Test/Grading: extended time, study guide, shorten test, read direction aloud.

Assistive technology

Organization: Note taking assistance, color code materials, class folder

Recall: Teacher made checklist, visual and verbal reminders, graphic organizers

Comprehension: Short manageable tasks, immediate feedbacks, small group instruction



Lesson Plan 3 Template

Content Area: Grade 6 Lesson Title: Indefinite Articles, Time Frame: 15 days
 Avoir, Negative
 form

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: The learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. The learners interact 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.

The learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. They build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. The learners access and evaluate information and diverse perspectives that are available through the language and its cultures. The learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Integration of Technology: Online textbook Bien Dit!, interactive activities, video/audio clips. writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities.

Equipment Needed: class textbook Bien Dit!, laptop, projector.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Indefinite articles and plural of nouns - The verb avoir - Negative form: Ne... Pas	Lesson Sequence Students use “il y a” and “il n’y a pas de” to talk about which classroom objects and items are or are not in their actual classroom.	- Do Now - Oral/class greetings - Daily written/oral activities - Weekly quiz - Groups conversations - Pair Conversations



	2. Students use the appropriate indefinite articles in front of each classroom item and furniture according to gender. 3. Students describe different classrooms from authentic French pictures and documents as well as a French painting by the French painter Theophile Duverger. 4. Students learn to conjugate the verb avoir for all subject pronouns and apply the verb avoir to ask questions about the classroom to individuals or groups. 5. Students mention which items or furnitures are not part of the classroom by using the negative form ne...pas.	● Online activities ● Interactive activities ● Think-Pair Share ● Homework ● Collaborative work ● Technology appropriateness and expertise ● Mini lessons and review ● Games ● Exit Ticket
--	---	--

Differentiation:

Tiered activities (leveled reading and workbook activities)

Flexible grouping based on ability/ interest level

Interest based options (product/process choice)

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

Technology integration

Quiz/Test/Grading: extended time, study guide, shorten test, read direction aloud

Assistive technology

Organization: Note taking assistance, color code materials, class folder

Recall: Teacher made checklist, visual and verbal reminders, graphic organizers

Comprehension: Short manageable tasks, immediate feedbacks, small group instruction

Resources Provided:

- Class textbook Bien dit! Level 1
- Online Textbook Bien Dit!
- Learning Interactive websites
- OnCourse French Website
- 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: 6	Unit Title: Salut Les Copains! Greetings and Introductions
Created: Laure D'Angelo	Board Approved on:	



Unit Overview Template

Content Area: French **Grade Level:** 6 **Unit Title:** Likes and Dislikes

Unit Summary: The learners will express likes, dislikes and preferences in a variety of topics as well as what activities they do throughout the year. Students will understand the cultural similarities and differences between the categories and the frequencies of sports and hobbies being played among young American students and French students.

Primary Interdisciplinary Connections: Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. The learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. The learners interact 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.

The learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. They build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. The learners access and evaluate information and diverse perspectives that are available through the language and its cultures. The learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Lifelong Learning: 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 □ ICT Literacy X Information Literacy X 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 skills and to solve problems creatively. Emphasis will be placed on language fluency and immersion in the classroom to familiarize each student with the need to develop language skills in order to communicate with each other. 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.

Career Readiness (Standard 9): Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy

Learning Targets



Standards 7.1	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. World language students will be provided with the necessary skills to be ready for College and Career Readiness.
Content Statements:	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.
CPI#:	Cumulative Progress Indicator (CPI):
FL.NL.7.1.NL.IPRET.1-4	FL.NL.7.1.NL.IPRET.1 - [<i>Performance Expectation</i>] - 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. FL.NL.7.1.NL.IPRET.2 - [<i>Performance Expectation</i>] - Respond with physical actions and/or gestures to simple oral directions, commands, and requests. FL.NL.7.1.NL.IPRET.3 - [<i>Performance Expectation</i>] - Recognize a few common gestures associated with the target culture(s). FL.NL.7.1.NL.IPRET.4 - [<i>Performance Expectation</i>] - 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.IPERS.1-6	FL.NL.7.1.NL.IPERS.1 - [<i>Performance Expectation</i>] - Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. FL.NL.7.1.NL.IPERS.2 - [<i>Performance Expectation</i>] - 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. FL.NL.7.1.NL.IPERS.3 - [<i>Performance Expectation</i>] - Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. FL.NL.7.1.NL.IPERS.4 - [<i>Performance Expectation</i>] - React to a few procedural instructions, directions, and commands in classroom situations. FL.NL.7.1.NL.IPERS.5 - [<i>Performance Expectation</i>] - Enact a few culturally authentic gestures when greeting others and during leave takings. FL.NL.7.1.NL.IPERS.6 - [<i>Performance Expectation</i>] - 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.PRSN T.1-4	FL.NL.7.1.NL.PRSNT.1 - [<i>Performance Expectation</i>] - Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. FL.NL.7.1.NL.PRSNT.2 - [<i>Performance Expectation</i>] - Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals FL.NL.7.1.NL.PRSNT.3 - [<i>Performance Expectation</i>] - Imitate a few culturally authentic gestures when greeting others and during leave takings. FL.NL.7.1.NL.PRSNT.4 - [<i>Performance Expectation</i>] - 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.	
LA.6.W.6.1.A LA.6.W.6.1.B LA.6.W.6.1.C	Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	
9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.3 9.4.2.TL.4 9.4.2.TL.5 9.4.2.TL.6	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). Create a document using a word processing application. Enter information into a spreadsheet and sort the information. Navigate a virtual space to build context and describe the visual content. Describe the difference between real and virtual experiences. Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).	
9.4.2.TL.7 9.4.8.TL.3 9.4.8.TL.5 9.4.8.TL.6	Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2). Select appropriate tools to organize and present information digitally. Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration. Collaborate to develop and publish work that provides perspectives on a real-world problem.	
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.	
SEL.PK-12 .1.1 -4	1-Recognize one's feelings and thoughts 2-Recognize the impact of one's feelings and thoughts on one's own behavior 3-Recognize one's personal traits, strengths and limitations 4-Recognize the importance of self-confidence in handling daily tasks and challenges	
SEL.PK-12 .2.1 -3	1-Understand and practice strategies for managing one's own emotions, thoughts and behaviors	



	2-Recognize the skills needed to establish and achieve personal and educational 3-Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals	
SEL.PK-12 .4.1 -3	1-Develop, implement and model effective problem solving and critical thinking skills 2-Identify the consequences associated with one's actions in order to make constructive choices 3-Evaluate personal, ethical, safety and civic impact of decisions	
SEL.PK-12 .5.1 -4	1-Establish and maintain healthy relationships 2-Utilize positive communication and social skills to interact effectively with others 3-Identify ways to resist inappropriate social pressure 4-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 can you express likes and dislikes? • How can we talk about our daily activities? • Do we all have the same hobbies and interests? • Where do young people like to socialize? • Do young people socialize the same ways in all the different countries in the world? • Which similarities and differences can be found among young people in the United States and from a francophone country? • How is the importance of sports expressed and lived in diverse countries?		
Unit Enduring Understandings: • Social interaction in French speaking countries requires knowledge of cultural norms and expressions • Connection and understanding of each other similarities and differences broaden and shape who we are.		
Unit Learning Targets: Students will be able to • ask about likes and dislikes • agree and disagree • ask how often you do an activity • ask how well you do something and ask about preferences • use definite article • -er verbs • irregular plurals • contractions with a • conjunctions • est ce que		



Evidence of Learning

- Summative Assessment:**
- Section Unit Assessment (2 per chapters) for each Unit.
 - Oral/ Written weekly Assessment, Problem Based Learning Project, Pre-Assessment tests Fluency in the classroom.
- Equipment Needed:**
- Class Laptops, Projectors, Class textbooks : “ Bien Dit! “ 1A.

Teacher Resources:

Teacher Laptop
 Online textbook
 my.hrw.com
 youtube videos
 Authentic resources
 Google slides
 Edpuzzle
 Kahoot
 Wordwall
 Nearpod

Formative Assessments:

- Do Now
- Oral/Class Greetings
- Daily written/oral activities
- Weekly quiz
- Class discussion
- Groups conversations
- Pair Conversations
- Online activities
- Interactive activities
- Think-Pair Share
- Homework
- Collaborative work
- Technology appropriateness and expertise
- Mini lessons and review
- Games
- Exit Ticket



Lesson Plans

Lesson	Time Frame
Lesson 1 What do you like	15 days
Lesson 2 Where do young people meet?	15 days
Lesson 3 Expressing frequency	10 days

Teacher Notes: Do now, distribute materials, return homework, prepare videos, listening comprehension podcasts, culturally authentic multimedia, vocabulary resources, lesson plans.

Curriculum Development Resources/Technology Resources:

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

https://my.hrw.com/content/hmof/world_languages/hmhlanguages/na_fr/gr6-8/Bien_dit_2018_Online_TE_Lvl_1A_9780544869677_correlation/ACTFL_Biendit_Level1a.htm

<http://www.state.nj.us/education/cccs/2014/wl/WL.pdf>

http://www.paterson.k12.nj.us/11_curriculum/world%20languages/French/FRENCH_I_UNIT_1.pdf



Lesson Plan 1 Template

Content Area: French Lesson Title: What do you like? Time Frame: 15 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: The learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. The learners interact 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.

The learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. They build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. The learners access and evaluate information and diverse perspectives that are available through the language and its cultures. The learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Integration of Technology: Online textbook Bien Dit!, interactive activities, video/audio clips. writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities

Equipment Needed: class textbook Bien Dit!, laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Ask about likes and dislikes and respond to them. - Express interests in food, school subjects and reading materials - Talk about interests related to vacations and school life - Define articles, le, la, l', les	Lesson Sequence - Using “J’aime, je n’aime pas” as well as J’adore and je deteste to express likes and dislikes. - Students take a survey of which activities their friends like most and which activities they like least. - Students group and divide activities by sport,	- Do Now - Oral/Class Greetings - Daily written/oral activities - Weekly quiz - Groups conversations - Pair Conversations - Online activities - Interactive activities - Think-Pair Share - Homework



• Utilize -er verbs • Identify irregular plurals	art, music, school subjects, technology 4. Students list culturally specific and personal pastime activities: They categorize pastimes and sports based on whether they are popular in the United states, the target culture or in both places. 5. Students recognize pastimes preferences as found in culturally authentic oral and written texts. 6. Students ask memorized questions related to pastime activities using digital tools. 7. Learn how to conjugate -er verbs to conjugate all hobbies and sports that use an -er verb. 8. Apply the negative form with -er verbs to talk about who does or does not practice those sports and hobbies. 9. Students write a conversation between 2 or more people, the characters ask each other personal information (including all greeting expressions) as well as specific pastime activities, and dislikes.	• Collaborative work • Technology appropriateness and expertise • Mini lessons and review • Games • Exit Ticket
---	---	---

Differentiation:

Tiered activities (leveled reading and workbook activities)

Flexible grouping based on ability/ interest level

Interest based options (product/process choice)

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

Technology integration



Quiz/Test/Grading: extended time, study guide, shorten test, read direction aloud.

Assistive technology

Organization: Note taking assistance, color code materials, class folder

Recall: Teacher made checklist, visual and verbal reminders, graphic organizers

Comprehension: Short manageable tasks, immediate feedbacks, small group instruction

Resources Provided:

- Class textbook Bien dit! Level 1
- Online Textbook Bien Dit!
- Learning Interactive websites
- OnCourse French Website
- Culturally authentic multimedia resources: youtube, documentaries



Lesson Plan 2 Template

Content Area: French 6 Lesson Title: Where do young people meet? Time Frame: 15 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: The learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. The learners interact 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.

The learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. They build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. The learners access and evaluate information and diverse perspectives that are available through the language and its cultures. The learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Integration of Technology: Online textbook Bien Dit!, interactive activities, video/audio clips. writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities.

Equipment Needed: class textbook Bien Dit!, laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Talk about places in town where students meet - List after school activities - Identify days of the week and months - Explain time frame during the day	Lesson Sequence Students familiarize themselves with the new places in town by creating a grid with all the different places from the class textbook at the opening chapter. Then students group all the places they like to go to	- Do Now - Oral/Class Greetings - Daily written/oral activities - Weekly quiz - Groups conversations - Pair Conversations - Online activities - Interactive activities



• Sequence action by using before and after: Avant, Apres • Ask how well you do something. • Ask about preferences using the verb Preferer.	with their friends and create another group with all the places they do not go to. 2. Students take a class survey of the places most popular among their peers, the class then has a discussion on “why” those places are so popular. 3. Students determine when during the day and when during the week they like to attend their favorite places. 4. Students create a schedule of their activities during the week and share it with the class. 5. Students watch authentic videos about French student’s hobbies and students compare the similarities and differences between their own schedule and the target culture life of young people in France. 6. Interview: Students interview each other on how well they do their favorite activities and why they are not doing other activities. 7. Students express their preferences in sports and hobbies using the verb Preferer. Students conjugate the -er verb and apply it discussing their preferences among other activities.	• Think-Pair Share • Homework • Collaborative work • Technology appropriateness and expertise • Mini lessons and review • Games • Exit Ticket
---	---	---



8. Students create a class project about their favorite activities.

Differentiation:

Tiered activities (leveled reading and workbook activities)

Flexible grouping based on ability/interest level

Interest based options (product/process choice)

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

Technology integration

Quiz/Test/Grading: extended time, study guide, shorten test, read direction aloud

Assistive technology

Organization: Note taking assistance, color code materials, class folder

Recall: Teacher made checklist, visual and verbal reminders, graphic organizers

Comprehension: Short manageable tasks, immediate feedback, small group instruction

Resources Provided:

- Class textbook Bien dit! Level 1
- Online Textbook Bien Dit!
- Learning Interactive websites
- Oncourse French website
- Culturally authentic multimedia resources: youtube, documentaries.



Lesson Plan 3 Template

Content Area: French 6 Lesson Title: Expressing Frequency Time Frame: 15 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: The learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. The learners interact 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.

The learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. They build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. The learners access and evaluate information and diverse perspectives that are available through the language and its cultures. The learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Integration of Technology: Online textbook Bien Dit!, interactive activities, video/ audio clips. writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities

Equipment Needed: class textbook Bien Dit!, laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Ask how often you do an activity - Respond using: Souvent, rarement, jamais - Identify preposition: Contraction with a: a+le, a+la, a+l', a+les - Identify conjunctions words: mais, et, ou	Lesson Sequence Students use the schedule created about their activities and hobbies to talk about how often they do those activities using: souvent, de temps en temps. Students will add some activities they never do using “Jamais” or rarely using “rarement.”	- Do Now - Oral/Class Greetings - Daily written/oral activities - Weekly quiz - Groups conversations - Pair Conversations - Online activities - Interactive activities - Think-Pair Share



	2. Using the preposition “a” to create a contraction. Practice activities and applications with likes and dislikes. 3. Using the verb to go: aller to use the contraction with various places in town the students are familiar with. 4. Using the conjunctions, mais, et, and ou to connect sentences and develop communication skills. 5. Project: Students create their own Youth Center for young people to get together.	● Homework ● Collaborative work ● Technology appropriateness and expertise ● Mini lessons and review ● Games ● Exit Ticket
--	--	---

Differentiation:

Tiered activities (leveled reading and workbook activities)

Flexible grouping based on ability/interest level

Interest based options (product/process choice)

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

Technology integration

Quiz/Test/Grading: extended time, study guide, shorten test, read directions aloud

Assistive technology

Organization: Note taking assistance, color code materials, class folder

Recall: Teacher made checklist, visual and verbal reminders, graphic organizers

Comprehension: Short manageable tasks, immediate feedbacks, small group instruction

Resources Provided:

- Class textbook Bien dit! Level 1
- Online Textbook Bien Dit!
- Learning Interactive websites
- Oncourse French website
- 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: 6	Unit Title: Likes and Dislikes
Created: Laure D'Angelo	Board Approved on:	



Unit Overview Template

Content Area: French	Grade Level: 6	Unit Title: Family and Friends
-----------------------------	-----------------------	---------------------------------------

Unit Summary: Students will understand the similarities and differences about French and American families as well as family structure and cultural influences that shape our everyday lives and connections to family members. The learners will use and apply adjectives and grammar forms to describe family members and friends, giving physical and personality traits as well as characteristics. Emphasis will be made on learning about others and developing connections with different family members, friends and other people from different countries. Understanding how our cultural background can influence our understanding of each other as well as our point of views and life expectations. Students will understand the cultural similarities and differences between time spent with family members and geographical distance and closeness with immediate and distant family members.

Primary Interdisciplinary Connections: Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. The learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. The learners interact 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.

The learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. They build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. The learners access and evaluate information and diverse perspectives that are available through the language and its cultures. The learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Lifelong Learning: 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 ☐ ICT Literacy X Information Literacy X 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 skills and to solve problems creatively. Emphasis will be placed on language fluency and immersion in the classroom to familiarize each student with the need to develop language skills in order to communicate with each other. 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.

Career Readiness (Standard 9): Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as



responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy

Learning Targets

Standards 7.1 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. World language students will be provided with the necessary skills to be ready for College and Career Readiness.

Content Statements: 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.

CPI#:	Cumulative Progress Indicator (CPI):
FL.NL.7.1.NL.I PRET.1-4	FL.NL.7.1.NL.IPRET.1 - [<i>Performance Expectation</i>] - 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. FL.NL.7.1.NL.IPRET.2 - [<i>Performance Expectation</i>] - Respond with physical actions and/or gestures to simple oral directions, commands, and requests. FL.NL.7.1.NL.IPRET.3 - [<i>Performance Expectation</i>] - Recognize a few common gestures associated with the target culture(s). FL.NL.7.1.NL.IPRET.4 - [<i>Performance Expectation</i>] - 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 PERS.1 -6	FL.NL.7.1.NL.IPERS.1 - [<i>Performance Expectation</i>] - Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. FL.NL.7.1.NL.IPERS.2 - [<i>Performance Expectation</i>] - 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. FL.NL.7.1.NL.IPERS.3 - [<i>Performance Expectation</i>] - Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.



	FL.NL.7.1.NL.IPERS.4 - [<i>Performance Expectation</i>] - React to a few procedural instructions, directions, and commands in classroom situations. FL.NL.7.1.NL.IPERS.5 - [<i>Performance Expectation</i>] - Enact a few culturally authentic gestures when greeting others and during leave takings. FL.NL.7.1.NL.IPERS.6 - [<i>Performance Expectation</i>] - 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.PRSNT.1-4	FL.NL.7.1.NL.PRSNT.1 - [<i>Performance Expectation</i>] - Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. FL.NL.7.1.NL.PRSNT.2 - [<i>Performance Expectation</i>] - Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals FL.NL.7.1.NL.PRSNT.3 - [<i>Performance Expectation</i>] - Imitate a few culturally authentic gestures when greeting others and during leave takings. FL.NL.7.1.NL.PRSNT.4 - [<i>Performance Expectation</i>] - 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.
LA.6.W.6.1.A LA.6.W.6.1.B LA.6.W.6.1.C	Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.3 9.4.2.TL.4 9.4.2.TL.5 9.4.2.TL.6	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). Create a document using a word processing application. Enter information into a spreadsheet and sort the information. Navigate a virtual space to build context and describe the visual content. Describe the difference between real and virtual experiences. Illustrate and communicate ideas and stories using multiple digital tools
9.4.2.TL.7 9.4.8.TL.3 9.4.8.TL.5 9.4.8.TL.6	Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2). Select appropriate tools to organize and present information digitally. Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration. Collaborate to develop and publish work that provides perspectives on a real-world problem.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.



SEL.PK-12.1.1 -4	1-Recognize one's feelings and thoughts 2-Recognize the impact of one's feelings and thoughts on one's own behavior 3-Recognize one's personal traits, strengths and limitations 4-Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1 -3	1-Understand and practice strategies for managing one's own emotions, thoughts and behaviors 2-Recognize the skills needed to establish and achieve personal and educational 3-Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.4.1 -3	1-Develop, implement and model effective problem solving and critical thinking skills 2-Identify the consequences associated with one's actions in order to make constructive choices 3-Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1 -4	1-Establish and maintain healthy relationships 2-Utilize positive communication and social skills to interact effectively with others 3-Identify ways to resist inappropriate social pressure 4-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 are families in the United States similar or different from families in French speaking countries? - How can I describe my family? - How can I share information about my family? - Who is part of my family? - Are all families the same? - Do all families share the same celebrations? - Do all families live within the same distance from each other? - What causes family members to move to a different area or a different State?	
Unit Enduring Understandings: - Family is an integral part of society that reflects cultural norms. - Families often share similar characteristics and spend quality time together.	
Unit Learning Targets: Students will be able - to ask and describe people - ask and give opinions - identify family members - ask about someone's family	



- use the verb Etre
- adjective agreement
- more irregular adjectives
- contractions with de



Evidence of Learning

- Summative Assessment:**
- Section Unit Assessment (2 per chapters) for each unit
 - Oral/Written weekly assessment, Problem Based Learning

Equipment Needed: class laptops, projectors, class textbooks : “ Bien Dit! “ 1A.

Teacher Resources:

textbook my.hrw.com

youtube videos

Authentic resources

Google slides

Edpuzzle

Kahoot

Wordwall

Nearpod

Formative Assessments:

- Do Now
- Oral/Class Greetings
- Daily written/oral activities
- Weekly quiz
- Class discussion
- Groups conversations
- Pair Conversations
- Online activities
- Interactive activities
- Think-Pair Share
- Homework
- Collaborative work
- Technology appropriateness and expertise
- Mini lessons and review
- Games
- Exit Ticket



Lesson Plans

Lesson	Time Frame
Lesson 1 Describing Someone	15 days
Lesson 2 Family Members	15 days
Lesson 3 Time, days of the week, months	10 days

Teacher Notes: Do now, distribute materials, return homework, prepare videos, listening comprehension podcasts, culturally authentic multimedia, vocabulary resources, lesson plans.

Curriculum Development Resources/Technology Resources:

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

https://my.hrw.com/content/hmof/world_languages/hmhlanguages/na_fr/gr6-8/Bien_dit_2018_Online_TE_Lvl_1A_9780544869677/correlation/ACTFL_Biendit_Level1a.htm

<http://www.state.nj.us/education/cccs/2014/wl/WL.pdf>

http://www.paterson.k12.nj.us/11_curriculum/world%20languages/French/FRENCH_I_UNIT_1.pdf



Lesson Plan 1 Template

Content Area: French 6 Lesson Title: Describing Someone Time Frame: 15 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: The learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. The learners interact 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.

The learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. They build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. The learners access and evaluate information and diverse perspectives that are available through the language and its cultures. The learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Integration of Technology: online textbook Bien Dit!, interactive activities, video/audio clips. writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities.

Equipment Needed: class textbook Bien Dit!, laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Ask about and describe people - Identify a body part (head) - Ask for and give opinions - Use the verb <i>être</i> - Use adjective agreements - Identify Colors - Identify more irregular adjectives	Lesson Sequence - Identifying colors and associating colors with surrounding vocabulary previously learned. (French and American Flag, class textbooks, class objects) - Talk about your favorite color and the color of the rainbow describing the	- Do Now - Oral/Class Greetings - Daily written/oral activities - Weekly quiz - Groups conversations - Pair Conversations - Online activities - Interactive activities - Think-Pair Share - Homework



Utilize possessive adjectives	colors of a French painting. - Describe main parts of the head: hair, eyes, ears, mouth. - Students will identify where to place the color in a sentence and apply color with hair and eye color. Students describe their hair and eye color to the class and describe a friend in the classroom. - Students will apply the verb to be with adjectives describing physical characteristics and personality qualities. - Students will complete a Unit Project which will consist of creating characters, describing themselves and having them engage in a conversation exchanging information about physical characteristics, personality qualities, likes and dislikes, and past time activities.	- Collaborative work - Technology appropriateness and expertise - Mini lessons and review - Games - Project - Exit Ticket
---	---	--

Differentiation: Tiered activities leveled reading and workbook activities)
Flexible grouping based on ability/interest level
Interest based options (product/process choice)
Learning Modalities (interpersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
Technology integration
Quiz/Test/Grading: extended time, study guide, shorten test, read direction aloud
Assistive technology
Organization: Note taking assistance, color code materials, class folder
Recall: Teacher made checklist, visual and verbal reminders, graphic organizers
Comprehension: Short manageable tasks, immediate feedback, small group instruction

Resources Provided:

- Class textbook Bien dit! Level 1
- Online Textbook Bien Dit!
- Learning Interactive websites



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

- Oncourse French Website
- Culturally authentic multimedia resources: youtube, documentaries



Lesson Plan 2 Template

Content Area: French 6 Lesson Title: Family Members Time Frame: 15 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: The learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. The learners interact 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.

The learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. They build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. The learners access and evaluate information and diverse perspectives that are available through the language and its cultures. The learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Integration of Technology: Online textbook Bien Dit!, interactive activities, video/ audio clips. writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities.

Equipment Needed: class textbook Bien Dit!, laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify family members - Ask about someone's family - Use adjective agreements - Identify possessive adjectives - Use the possessive form with de - C'est vs. il/elle est	Lesson Sequence Students follow a PPT of the Simpsons Family for immediate family members and pets, fill in the name of every family member and write their name and age in full sentences. Then following the same model students write a paragraph about their own family.	- Do Now - Oral/Class Greetings - Daily written/oral activities - Weekly quiz - Groups conversations - Pair Conversations - Online activities - Interactive activities - Think-Pair Share - Homework



• Question words “qui”, “combien”	2. Students create a family tree of the Simpson family. Introduction of the possessive form with de to express the possessive form. (de: of) (she is Marc’s sister: elle est la soeur de Marc). Students write the relationship between each family member using de. 3. Using: the question word Qui, students answer questions about the Simpson family. 4. Using their own family trees students pair up and ask each other questions to learn about their families. Students also ask the name and age of each family member. 5. Students will talk about extended families, remarriage, half siblings and step parents by learning additional vocabulary. 6. Students will write a Cinquain Poem about a friend or a family member. (line 1: a noun, line 2: two adjectives, line 3: three verbs, line 4: a sentence, Line 5: a noun). students read their poem to the class and print it on a card. 7. Students will talk about pets, and introduce their pets to the class by describing them.	• Collaborative work • Mini lessons and review • Games • Exit Ticket
---	---	---



	8. Students will understand possessive adjectives (my, your, his/her/its, our, your, their) according to genders. Students practice and apply possessive adjectives with friends and family members .Lecture et écriture: students read an authentic poem from Pierre Loziere using deduction skills to develop reading comprehension and fluency. 9. Lastly, students will write a narrative about a French painting of Edmund-Joseph Masicotte by describing every character, figuring out who they are and which celebration they are celebrating.	
Differentiation: Tiered activities (leveled reading and workbook activities) Flexible grouping based on ability/ interest level Interest based options (product/process choice) Learning Modalities (interpersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic) Technology integration. Quiz/ Test/Grading: extended time, study guide,shorten test,read direction aloud. Assistive technology Organization: Note taking assistance, color code materials, class folder Recall: Teacher made checklist,visual and verbal reminders,graphic organizers Comprehension: Short manageable tasks, immediate feedbacks, small group instruction		
Resources Provided: • Class textbook Bien dit! Level 1 • Online Textbook Bien Dit! • Learning Interactive websites • Oncourse French Website • Culturally authentic multimedia resources: youtube, documentaries		



Lesson Plan 3 Template

Content Area: French 6 Lesson Title: Time/ days of the week/ months Time Frame: 15 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: The learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. The learners interact 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.

The learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. They build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. The learners access and evaluate information and diverse perspectives that are available through the language and its cultures. The learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Integration of Technology: Online textbook Bien Dit!, interactive activities, video/audio clips. writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities.

Equipment Needed: class textbook Bien Dit!, laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify numbers for telling time - Utilize question words - List the days of the week - Use le with the days of the week - Identify the months of the year - Interpret a French calendar	Lesson Sequence - Practice numbers 1-100. Review numbers and solve mathematical problems, additions, subtractions, multiplications. Associate numbers with counting objects in the classroom. - Practice how to tell time in French: Time vocabulary: heure, et	- Do Now - Oral/Class Greetings - Daily written/oral activities - Weekly quiz - Groups conversations - Pair Conversations - Online activities - Interactive activities - Think-Pair Share - Homework



- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • Identify expressions associated with telling time (morning, afternoon, evening) • Practice using the verb avoir | <p>quart, et demi, moins le quart, midi, minuit.</p> <ol style="list-style-type: none"> 3. Draw a clock and label the clock in French numbers and numerals. 4. Volunteers draw clocks on the board and write time on it, their classmates will say what time it is. Classmates now tell the students on the board which time to write. 5. Expressions associated with time: matin, midi apres-midi, le soir, minuit. Students use the day of the class to divide the day in three main parts and to name all the different parts of the day with the right expression. Students write any activities or hobbies they do during the day (from Unit 1). Students present their day to the class. 6. Days of the week review, how the French calendar differs from the English calendar. 7. Months activity: Students create a monthly calendar of their favorite month, write all the days in French and the numbers as well. Students research special francophone events of that specific month. Students include any other specific events important to them for that month. | <ul style="list-style-type: none"> • Collaborative work • Technology appropriateness and expertise • Mini lessons and review • Games • Exit Ticket |
|--|---|---|

Differentiation:



Tiered activities (leveled reading and workbook activities)

Flexible grouping based on ability/interest level

Interest based options product/process choice)

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

Technology integration

Quiz/Test/Grading: extended time, study guide, shorten test, read direction aloud

Assistive technology

Organization: Note taking assistance, color code materials, class folder

Recall: Teacher made checklist, visual and verbal reminders, graphic organizers

Comprehension: Short manageable tasks, immediate feedbacks, small group instruction

Resources Provided:

- Class textbook Bien dit! Level 1
- Online Textbook Bien Dit!
- Learning Interactive websites
- On course French Website
- 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: 6	Unit Title: Family and Friends
Created: Laure D'Angelo	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:



SPRINGFIELD PUBLIC SCHOOLS

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



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
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



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
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



SPRINGFIELD PUBLIC SCHOOLS

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



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
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