



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

Springfield Public Schools
Springfield, New Jersey 07081

French
Grade 7

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

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"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
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School Business Administrator/
Board Secretary
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Resolution: School Government
Introduced By: Mrs. Gamarekian
Seconded By: Mr. Miller
Adopted: January 24, 2022

Revised Curriculum

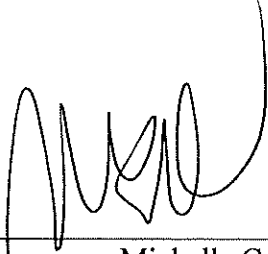
At the recommendation of the Superintendent, to approve the following revised curriculum –

- 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: 7	Unit Title: Mon Année Scolaire
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Unit Summary: Students will understand the similarities and differences between the French and American school system. The learner will experience the school life lived in France through authentic videos and resources. A specific focus will be made on the daily life of school students, how to prepare for school and how to find ways to be organized and efficient throughout the entire day. The learner will develop an understanding of the similarities and differences of a student's daily life by talking about and explaining a school schedule, the classes taken, the time and the school week. Other areas addressed will be which school supplies are the most commonly used, how students usually dress and family expectations. The learner will be given the opportunity to ask for and give an opinion, ask others what they need and tell what they need. Further grammatical points will be introduced allowing the learner to conjugate and to apply -re verbs as well as how to use "le" in front of a specific day of the week to express regularity, adjectives as nouns and agreements with numbers.

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
 X ICT Literacy X Information Literacy X Communication and Collaboration X Media Literacy

Unit Rationale: This unit will emphasize on the similarities and differences between the French and American school system. The learner will experience the school life of a student from a francophone country. The learner will develop an understanding of the similarities and differences of a student's daily life by talking and explaining a school schedule, the classes taken, the time and the school week. The learner will be given the opportunity to ask for and give an opinion, ask others what they need and tell what they need. Further grammatical points will be introduced allowing the student to develop their communication and written skills in the target language. The students will discover the region of Quebec in Canada, exploring the cities of



Montreal and Quebec, the landscapes, the structures of the largest cities, as well as food, sports, art and history.

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.

Content Statements:

Interpretive Mode: Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Interpersonal Mode: Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

Presentational Mode: Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

Intercultural: The Novice-Mid Cultural Content Statements remain the same for all the strands.

Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Learners recognize and identify a few typical practices of the target culture.

Technology:

Advocate and practice safe, legal, and responsible use of information and technology.

Exhibit leadership for digital citizenship.



Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

CPI#:	Cumulative Progress Indicator (CPI):
FL.NM.7.1.NM.IPR ET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
FL.NM.7.1.NM.IPR ET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
FL.NM.7.1.NM.IPR ET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
FL.NM.7.1.NM.IPR ET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
FL.NM.7.1.NM.IPR ET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
FL.NM.7.1.NM.IPE RS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
FL.NM.7.1.NM.IPE RS.2 -	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
FL.NM.7.1.NM.IPE RS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals
FL.NM.7.1.NM.IPE RS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
FL.NM.7.1.NM.IPE RS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
FL.NM.7.1.NM.IPE RS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
FL.NM.7.1.NM.PRS NT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
FL.NM.7.1.NM.PRS NT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class



FL.NM.7.1.NM.PRS NT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
FL.NM.7.1.NM.PRS NT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
FL.NM.7.1.NM.PRS NT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
FL.NM.7.1.NM.PRS NT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.
LA.6.W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
LA.6.W.6.1.B	Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
LA.6.W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
9.4.2.TL.1	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.2	
9.4.2.TL.3	
9.4.2.TL.4	
9.4.2.TL.5	
9.4.2.TL.6	
9.4.2.TL.7	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.
9.4.8.TL.3	
9.4.8.TL.5	
9.4.8.TL.6	
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-12.1.3	Recognize one's personal traits, strengths and limitations Recognize the importance of self-confidence in handling daily tasks and challenges Understand and practice strategies for managing one's own emotions, thoughts and behaviors Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.1.4	
SEL.PK-12.2.1	
SEL.PK-12.3.4	



SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed.

Unit Essential Questions:

- How does my school experience in the USA compare to that in a French speaking country?
- How do we read and understand a school schedule?
- How do we talk and express our opinions on school classes and school schedules?
- How do we find out about someone's needs and express our own needs?
- How do we talk about preferences?

Unit Enduring Understandings:

- Although schools in French speaking countries have different schedule patterns, grading systems, and clothing requirements, daily lives of students in the United States and French speaking countries are very similar.

Unit Learning Targets:

Students will be able to

- ask about classes
- ask for and give an opinion
- ask others what they need and tell what you need
- inquire about and buy something
- use -re verbs
- -ger and -cer verbs
- le with days of the week
- the verbs preferer and acheter
- adjectives as nouns
- agreement with numbers



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 Online textbook my.hrw.com
- YouTube videos
- Authentic resources
- IDE Training and Support

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 Classes and school life	15 days
Lesson 2 Time and Schedule	20 days
Lesson 3 Buying School Supplies	20 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 7 Lesson Title: Classes and School Life. 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 classes in school - Identify school subjects and classroom objects/furniture - Use expressions for the classroom - Practice using the verbs Etre and Avoir	Lesson Sequence Talking in my classroom: Students will review and learn new classroom expressions to develop their fluency of the target language. (Asking questions to the teacher in French, talking French with my peers). Students	- Do Now - Oral/Class Greetings - Daily written/oral activities - Weekly quiz - Groups conversations - Pair Conversations - Online activities - Interactive activities - Think-Pair Share



Review, read and write the days of the week and numbers 1-100	will practice through role play, skits and TPR. - Talking about my school and my classroom: Students will be asking questions about FMG and the French classroom. (size, number of students, number of classrooms). Students will create a floor plan of the school and create a brochure about FMG. - Learn and apply all the different subjects learned in a school system. Mandatory and elective classes. Students will answer a questionnaire about their favorite classes and least liked subjects at FMG. - Review numbers from 1-100 and days of the week.	- Homework - Collaborative work - Technology appropriateness and expertise - Mini lessons and review - Games - Exit Ticket
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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 Lesson Title: Time and Schedule Time Frame: 20 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: - Review numbers 1-60 - Tell time (l'heure) - Tell Military time - Ask about classes and answer. - Mots Utiles: du matin, de l'après-midi, du soir, aujourd'hui,	Lesson Sequence Quelle heure est-il? students practice reading and telling time on a 12 hour clock model after reviewing numbers from 1-60. Students create their own clock and use	- Do Now - Oral/Class Greetings - Daily written/oral activities - Weekly quiz - Groups conversations - Pair Conversations - Online activities



demain, maintenant, la récréation, la sortie, les devoirs • State the days of the week • Ask for an opinion, using “ Comment”, “ Comment est...?” • Give an opinion: C’est difficile, facile, intéressant, ennuyeux, • Conjugate regular -ER verbs like “ attendre, vendre, répondre...” • Conjugate -GER and -CER verbs.	them to practice and show a specific time. 2. Students create their own school schedule on a brochure and tell the class at which time during the day they have those classes. 3. Notion of time: Students divide their day in specific parts: when they wake up, leave for school, get to school, leave school, eat snacks, have dinner and go to bed. 4. Students practice and apply regular -re verbs and apply them to talk about their daily life. 5. Students use their prior knowledge on how to conjugate regular -ER verbs to learn how to conjugate -GER and -CER verbs. Culture: Students read and compare French and American school schedules and express their opinion on similarities and differences	• Interactive activities • Think-Pair Share • Homework • Collaborative work • Technology appropriateness and expertise • Mini lessons and review • Games • Exit Ticket
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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 Lesson Title: Buying School Supplies. Time Frame: 20 days

Lesson Components

21st Century Themes

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

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** 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 school Supplies ● List some clothing items ● State colors	Lesson Sequence 1. Project: Students create a list of items they need for back to school according	● Do Now ● Oral/Class Greetings



• Say numbers from 100-200 • Ask others what they need and tell what you need • Inquire about and buy something • Conjugate and apply the verbs <i>preferer</i> and <i>acheter</i>.	to each subject they are taking in school. The class translates those items together and groups them by categories. Then students pair up with a partner and create an iMovie of themselves mentioning what they need for school. Their partner is a salesperson and they record their conversation about the purchase of those items inside the store. Students talk about the price of the items and how much it will cost. 2. Students will conjugate and apply the verbs <i>preferer</i> and <i>acheter</i> at the present tense 3. Reading Comprehension: “L’accent Grave” from Jacques Prevert. Students use background knowledge to read and understand the short story. 4. Culture: Life in Quebec Discovering Canada, its landscapes, regions, history, food, art and wildlives.	• Daily written/oral activities • Weekly quiz • 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
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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: 7	Unit Title: Mon Annee Scolaire
Created: Laure D'Angelo	Board Approved on:	



Unit Overview Template

Content Area: French **Grade Level:** 7 **Unit Title:** Le Temps Libre

Unit Summary: Students will understand the similarities and differences between sports and hobbies being played by young people in France and in the United States. Students will compare their daily life which includes leisure time and entertainment after school, on the weekend but also during vacation with those used by young teenagers in other francophone countries. They will develop their communication skills by asking questions about interests, how often someone does an activity, how to extend, accept and refuse an invitation as well as making plans. Students will increase their grammar skills by conjugating and applying the verb Faire used for many sports and hobbies as well as the verb aller to not only express where someone is going but also as a way to talk about the future proche without having to conjugate a verb at the future tense.

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.

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21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving
 X ICT Literacy X Information Literacy X Communication and Collaboration X Media Literacy

Unit Rationale: Students will understand the similarities and differences between sports and hobbies being played by young people in France and in the United States. Students will compare their daily life which includes leisure time and entertainment after school, on the weekend but also during vacation with those used by young teenagers in other francophone countries. They will develop their communication skills by asking questions about interests, how often someone does an activity, how to extend, accept and refuse an invitation as well as making plans. Students will increase their grammar skills.

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: 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.

Content Statements:

Interpretive Mode: Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Interpersonal Mode: Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

Presentational Mode: Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

Intercultural: The Novice-Mid Cultural Content Statements remain the same for all the strands.

Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Learners recognize and identify a few typical practices of the target culture.

Technology:

Advocate and practice safe, legal, and responsible use of information and technology.

Exhibit leadership for digital citizenship.



Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

CPI#:	Cumulative Progress Indicator (CPI):
FL.NM.7.1.NM.IP RET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
FL.NM.7.1.NM.IP RET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
FL.NM.7.1.NM.IP RET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
FL.NM.7.1.NM.IP RET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
FL.NM.7.1.NM.IP RET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
FL.NM.7.1.NM.IP ERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
FL.NM.7.1.NM.IP ERS.2 -	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
FL.NM.7.1.NM.IP ERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals
FL.NM.7.1.NM.IP ERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
FL.NM.7.1.NM.IP ERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
FL.NM.7.1.NM.IP ERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
FL.NM.7.1.NM.PR SENT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.



FL.NM.7.1.NM.PR SNT.2 FL.NM.7.1.NM.PR SNT.3 FL.NM.7.1.NM.PR SNT.4 FL.NM.7.1.NM.PR SNT.5 FL.NM.7.1.NM.PR SNT.6	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. Copy/write words, phrases, or simple guided texts on familiar topics. Present information from age- and level-appropriate, culturally authentic materials orally or in writing. Name and label tangible cultural products associated with climate change in the target language regions of the world.
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-12.1.3 SEL.PK-12.1.4 SEL.PK-12.2.1 SEL.PK-12.3.4 SEL.PK-12.5.2 SEL.PK-12.5.5	Recognize one's personal traits, strengths and limitations Recognize the importance of self-confidence in handling daily tasks and challenges Understand and practice strategies for managing one's own emotions, thoughts and behaviors Demonstrate an awareness of the expectations for social interactions in a variety of settings Utilize positive communication and social skills to interact effectively with others. Identify who, when, where, or how to seek help for oneself or others when needed.
Unit Essential Questions: - How do we talk about sports and hobbies? - How do we ask about interests and how often someone does an activity?	



- How do we accept and refuse an invitation?
- How do we make plans?

Unit Enduring Understandings:

- Although American students have different hobbies and play different sports according to their school schedules and cultural backgrounds, they do have a similar life-style and many interests with French speaking countries.

Unit Learning Targets:

Students will be able to

- ask about interests
- ask how often someone does an activity
- extend, accept, and refuse an invitation
- make plans
- use the verb Faire
- use question words
- identify adverbs
- use the verb Aller and the future proche
- use the verb venir and the passe recent
- identify idioms with avoir



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
- Online textbook my.hrw.com
- YouTube videos
- Authentic resources
- IDE Training and Support

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 Sports and Hobbies	20 days
Lesson 2 Vacations and Entertainment	20 days
Lesson 3 Weather and Daily Life	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: Sports and Hobbies Time Frame: 20 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 sports vocabulary: Playing sports, playing an instrument, playing video games. - Review the verb Aimer to talk about likes and dislikes - Review of the verb to be and the verb to have to	Lesson Sequence - Class Survey: The class takes a survey on the sports and hobbies each student plays. The class groups them by categories. - Mini-Project: Students create a PPT, imovie, drawings or a brochure about which sports are	- Do Now - Oral/Class Greetings - Daily written/oral activities - Weekly quiz - Groups conversations - Pair Conversations - Online activities - Interactive activities - Think-Pair Share



express an opinion and talk about and talk about interests. • Conjugate the negative form • List the four seasons • Identify the months of the year • Conjugate and apply the verb Faire with sports and activities. • Ask about interests. • Talk about interests. • Ask when someone does an activity. (quand=when) • Utilize question words	the most played for each season of the year. Students present and share their project with the class. 3. Students review the verb Aimer and the negative form to talk about their own interests and to ask about interests. Students write a letter in their journal talking about the sports and hobbies they like to play by themselves, with their friends and with their families. 4. SW expresses when and how often an activity is being played during the day, during the week, during the month and during the year according to school life, daily schedule, daily life, family background and interests.	• Homework • Collaborative work • Technology appropriateness and expertise • Mini lessons and review activities • Games • Exit Ticket
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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 Lesson Title: Vacations and Entertainments Time Frame: 20 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: • List places to go to vocabulary • List places in town • Identify outdoor places • Review of family members.	Lesson Sequence 1. Students create a list about the different places where they spend time with their friends during the week on the weekend and during the summer. Students create a list of	• Do Now • Oral/Class Greetings • Daily written/oral activities • Weekly quiz • Groups conversations • Pair Conversations



- Review of friends' vocabulary and gender agreements. - Use adjectives - Use question words - Identify main ways of transportations, by car, airplanes and trains.	the places they go to with their family during the week, on the weekend and on holidays. 2. Outdoors Activities: The class goes over the most popular places people go to on a vacation, including mountain areas, beach areas, traveling abroad. Students will also express their dream places and wishes for future vacations. 3. How to plan a vacation? Students will create a diagram or a grid on how to plan a vacation, including, date, places to stay, transportation and budget. 4. Project: Create a Resort in a francophone country with specific activities and sports offered according to the weather and the geography of the land. (Plan a one week trip there for your friends/family according to the dates selected, your own interests and budget)	- Online activities - Interactive activities - Think-Pair Share - Homework - Collaborative work - Technology appropriateness and expertise - Mini lessons and review - Games - Exit Ticket
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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 Lesson Title: Weather and daily life Time Frame: 10 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: - Weather expressions - Extend an invitation - Accept and refuse an invitation - Conjugate and apply the verb Vouloir (To want). - Utilize Avoir envie de	Lesson Sequence Students create a Weather expression booklet describing the weather for each season of the year. Students talk and explain the weather condition.	- Do Now - Oral/Class Greetings - Daily written/oral activities - Weekly quiz - Groups conversations - Pair Conversations - Online activities



• Make plans according to the weather and respond to them. • Conjugate and apply the verb Aller	2. Students study and research the weather for a specific francophone country and focus on two major cities with opposite weather. Students record the weather of both cities for two full weeks. The students show the class the country they selected and talk about the weather conditions specific in those areas. 3. Students invite a friend to do a specific activity according to the weather condition. The student either accepts or refuses the invitation according to what he/she wants to do. 4. Pair: Students invite some friends over the weekend and write a conversation about the invitation. Students share their conversation with other groups. 5. Students write a letter to their parents while staying at a summer camp, describing the activities they are doing, the weather, the new friends they made and what they like to do with them. students also mention what their favorite and least activities are.	• 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: 7	Unit Title: Le Temps Libre
Created: Laure D'Angelo	Board Approved on:	



Unit Overview Template

Content Area:	French	Grade Level:	7	Unit Title:	Bon Appetit!
Unit Summary: Students will become familiar and understand the similarities and differences between French and American food habits and the importance of cultural influence in our relationship with culinary taste and interests. Students will be exposed to the different types of meals eaten in France and why certain types of food are more common throughout the day. The times when meals and snacks are consumed, average food portions and most common drinks found in France. Where people tend to eat, the time spent eating and the social importance of gathering around food with friends and family. Students will become familiar about asking for food and drinks either out in a restaurant or at home as well as expressing likes and dislikes and personal opinions related to food and drinks items. Also an emphasis will be placed on creating a need for students to want to know how to cook a French recipe and share it with their friends and family at home. 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 X ICT Literacy X Information Literacy X Communication and Collaboration X Media Literacy					
Unit Rationale:	Students will become familiar and understand the similarities and differences between French and American food habits and the importance of cultural influence in our relationship with culinary taste and interests.				
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.

Content Statements:

Interpretive Mode: Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Interpersonal Mode: Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

Presentational Mode: Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

Intercultural: The Novice-Mid Cultural Content Statements remain the same for all the strands.

Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Learners recognize and identify a few typical practices of the target culture.

Technology:

Advocate and practice safe, legal, and responsible use of information and technology.

Exhibit leadership for digital citizenship.

Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.



(Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

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FL.NM.7.1.NM. IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
FL.NM.7.1.NM. IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
FL.NM.7.1.NM. IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
FL.NM.7.1.NM. IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
FL.NM.7.1.NM. IPERS.2 -	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
FL.NM.7.1.NM. IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals
FL.NM.7.1.NM. IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
FL.NM.7.1.NM. IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
FL.NM.7.1.NM. IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
FL.NM.7.1.NM. PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
FL.NM.7.1.NM. PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
FL.NM.7.1.NM. PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
	Copy/write words, phrases, or simple guided texts on familiar topics.



FL.NM.7.1.NM.PRSNT.4 FL.NM.7.1.NM.PRSNT.5 FL.NM.7.1.NM.PRSNT.6	Present information from age- and level-appropriate, culturally authentic materials orally or in writing. Name and label tangible cultural products associated with climate change in the target language regions of the world.
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-12.1.3 SEL.PK-12.1.4 SEL.PK-12.2.1 SEL.PK-12.3.4 SEL.PK-12.5.2 SEL.PK-12.5.5	Recognize one's personal traits, strengths and limitations Recognize the importance of self-confidence in handling daily tasks and challenges Understand and practice strategies for managing one's own emotions, thoughts and behaviors Demonstrate an awareness of the expectations for social interactions in a variety of settings Utilize positive communication and social skills to interact effectively with others.



Identify who, when, where, or how to seek help for oneself or others when needed.

Unit Essential Questions:

- Can I name food and drink associated with French speaking countries?
- Can I read and order from a French menu restaurant?
- Can I request something that is missing at my table in French?
- How do traditions concerning food, meals, and dining in the United States differ from those in France?
- What is it like to go to a restaurant in France?

Unit Enduring Understandings:

- Culturally authentic dishes vary from country to country yet share common foods.
- Eating habits differ in the United States and other French speaking countries.

Unit Learning Targets:

Students will:

- Identify the main idea of an authentic text dealing with food products and practices
- Read a menu and order in a restaurant
- Express hunger and thirst
- Request missing items at the table
- Ask memorized questions related to food preferences, products, and practices
- Answer simple questions related to food preferences (likes and dislikes), products and practices
- Engage in a rehearsed/unrehearsed conversation to order a meal
- Present information related to food preferences, products, and practices in the target culture based on information found in age and level-appropriate, culturally authentic materials

Students will be able to:

- offer, accept, and refuse food
- ask for and give an opinion
- inquire about food and place an order
- ask about prices and pay the check
- use the partitive
- the verbs vouloir, prendre, boire and the imperative and -ir verbs



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
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- 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 Breakfast at Rennes	15 days
Lesson 2 Au Café à Rennes	15 days
Lesson 3 The Partitive	7 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 7 Lesson Title: Breakfast at Rennes 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: • Offer food • Accept and refuse food • Identify breakfast food and drink vocabulary • List table top items • Utilize the verb Vouloir at the Present Tense. • Utilize the verb Finir at the Present Tense	Lesson Sequence 1. Presenting new vocabulary through visual clues and listening to authentic cultural videos. Students use deduction skills and prior knowledge to translate all new vocabulary words. 2. Students write a short paragraph about any food	• Do Now • Oral/Class Greetings • Daily written/oral activities • Weekly quiz • Groups conversations • Pair Conversations • Online activities • Interactive activities • Think-Pair Share



	and drink items they would have for breakfast and draw an illustration. 3. Oral/Asking and responding to questions about which breakfast food the students usually have. 4. Applying tabletop vocabulary to set the table and talk about house chores and responsibilities. 5. Grammar: Apply the verb “Vouloir” (to want) to talk about which food and drink someone wants or does not want. 6. Grammar: Conjugating and applying -ir verbs to talk about what we have chosen, when we finish an action, succeed, gain and lose weight. Maintaining a healthy lifestyle and developing good eating habits. 7. Project: Research two easy French Recipes and create an iMovie of the student recording himself/herself cooking them at home and explaining each step in the target language.	● Homework ● Collaborative work ● Technology appropriateness and expertise ● Mini lessons and review ● Games ● Exit Ticket
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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 7 Lesson Title: Au Café à Rennes 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: • Inquire about food and place an order • List lunch food • List dinner food • State time frame of meals during the day • Use the verb “to have” to express thirst and hunger • List tabletops items	Lesson Sequence 1. Students look at pictures of different food items and mention what they want to eat. Students apply the verb avoir to express hunger. Students read authentic conversations about food items as well as young people's eating habits.	• Do Now • Oral/ Class Greetings • Daily written/oral activities • Weekly quiz • Groups conversations • Pair Conversations • Online activities • Interactive activities • Think-Pair Share



	2. Oral: Students make the difference between je veux and je voudrais in order to differentiate between the formal and informal form of express wants. 3. Students ask each other what they would like to eat, giving a choice of items to choose from. 4. Students select some drinks of their choice and decide what they would like to drink. 5. Students create a menu for breakfast, lunch and dinner food, including drinks. Students create a brochure and have it laminated so it can be used as a place mate at home and in class. 6. Students practice all table top items and learn how to set a table. 7. French Cafe: Students write a conversation taking place at a French cafe between themselves and the waiter, ordering food and drinks, asking for and paying the bill. 8. Project: Students select two French recipes of their choice, write the directions and ingredients in French. Students create an imovie of themselves cooking those recipes at home. Students label all ingredients in French and explain each step of the cooking process. Then	● Homework ● Collaborative work ● Technology appropriateness and expertise ● Mini lessons and review ● Games ● Exit Ticket
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	students sample their food and comment on their success.	
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 Lesson Title: The partitive Time Frame: 10 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: • Use the partitive • Ask for an opinion • Give an opinion	Lesson Sequence 1. Students apply the partitive form with food and drink items making the difference between asking for a whole item or part of an item. 2. Students write in their journal what they have during breakfast using	• Do Now • Oral/ Class Greetings • Daily written/oral activities • Weekly quiz • Groups conversations • Pair Conversations • Online activities • Interactive activities • Think-Pair Share



	the partitive form accordingly. 3. Students describe breakfast pictures applying the partitive form accordingly.	• Homework • Collaborative work • Technology appropriateness and expertise • Mini lessons and review • Games • Exit Ticket
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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: 7	Unit Title: Bon Appetit!
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:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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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



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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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