



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

Springfield Public Schools
Springfield, New Jersey 07081

French III
Curriculum Guide

2024

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

Springfield Board of Education
Approved July 24, 2024

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: 28

Introduced By: Mrs. Saha

Seconded By: Mrs. Turnbull

Adopted: July 29, 2024

Curriculum Adoption

To approve the following curriculum and courses for the 2024-2025 school year:

a. ELA Courses - Revised to reflect the updated NJSL-ELA standards

- Grades Kindergarten-5 English Language Arts
- Grades 6-8 Communication Arts
- English I
- English II
- English III
- English IV
- DCA Freshman English
- AP English 3 Language and Composition
- AP English 4 Literature and Composition
- Senior Seminar

b. Middle School ELA Elective Courses

- Drama I and II
- Creative Writing
- Journalism-Grade 7

c. High School ELA Elective Courses

- Creative Writing and Poetry
- Drama I
- Film as Literature
- Journalism - High School
- Yearbook
- Tomorrow's Teachers

d. ESL (K-12)

- Elementary ESL
- Middle/High School ESL

e. Middle and High School World Language Curriculum

- French 1
- French 2
- French 3
- French 4
- Spanish 1
- Spanish 2
- Spanish 3
- Spanish 4

f. Florence M Gaudineer Program of Studies

Michelle Calas, School Business Administrator/Board Secretary

139 Mountain Avenue, Springfield, NJ 07081 • mcalas@springfieldschools.com • 973.376.1025

(continued)

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 July 29, 2024 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 30th day of July 2024.

SEAL

A handwritten signature in black ink, appearing to read 'Michelle Calas', is written over a horizontal line.

Michelle Calas
School Business Administrator/ Board Secretary



**Springfield Public Schools
Springfield, New Jersey**

**Dr. Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

Dr. Norm Francis~Principal

Candice Schiano~Supervisor of Humanities

Laure D'Angelo~Teacher of French



Unit Overview Template

Content Area: French **Grade Level:** French III **Unit Title:** Ma vie et Moi

Unit Summary: Students will aim for the students to exchange and present information about friendship and life events during childhood and adolescence. Interpret authentic texts to gain insights into friendship and life events of childhood and adolescence in the francophone world. This unit will emphasize how to narrate past experiences that have affected oneself or another person's present life and path toward independence. Investigate how friendships and life events shape the lives of young people in francophone culture.

Primary Interdisciplinary Connections: The learners connect with other disciplines and acquire information and diverse perspectives 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 available through the language and its cultures. The learners communicate and interact with cultural competence to participate in multilingual communities at home and around the world. School and Global Communities: Learners use the language 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
XInformation Literacy **X**Life and Career Skills **X**Communication and Collaboration **X**Media Literacy

Unit Rationale: This unit will develop students' ability to talk about their personal lives, interests, and daily routines. The unit includes lessons on vocabulary, grammar, speaking, listening, reading, and writing, all centered around the theme of personal identity and daily life. It will introduce students to aspects of Francophone cultures related to daily life, such as typical routines, family structures, and common leisure activities.

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.IPRET. 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.IPRET. 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.IPRET. 3	Identify familiar people, places, and 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.IPERS. 1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.



FL.NM.7.1. NM.IPERS. 2	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. 3	
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
9.4.2.TL.3 9.4.2.TL.6	Navigate a virtual space to build context and describe the visual content. Describe the difference between real and virtual experiences. Illustrate and communicate ideas and stories using multiple digital tools
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse culture.
SEL.PK-12. 1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12. 2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12. 3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
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 is friendship experienced in my community and in francophone cultures? • Which experiences and events shape childhood? • How do life events and relationships as an adolescent influence whom I am becoming?	
Unit Enduring Understandings: • Understand some information about the characteristics of a good friend. Describe the characteristics of a good friend. Understand when someone talks about what they do with friends. Describe a new and developing friendship to another person. Exchange information about how oneself feels at the beginning of a new school. Exchange information about what oneself used to like or not like to do.	



- Understand when someone talks about activities they used to do. Describe how oneself felt about the first day of school and some events that took place. Can present reasons why oneself should be given more independence.
- Describe similarities and differences between myself and a francophone teen. Compare the words used to describe friendship in francophone countries and in my community. Identify similarities in obtaining a driver's license in francophone countries and in my community and how the differences affect daily life.

Unit Learning Targets:

Students will identify how a Francophone teen spend time with friends and compare how outings with friends vary based on where one lives. Understand the main idea and some related information in authentic texts, audios, videos, personal stories, and a poem related to friendship and life events in childhood and adolescence. Exchange information about personal qualities of friends, give advice about being a good friend, respond to questions about childhood events, and exchange information about milestone life experiences using simple sentences. Present information about a developing friendship, describe the first day of school and how one felt, and tell about an important past event in one life and how it affected someone else. Investigate how Francophone teens experience friendship and compare typical life events in childhood and adolescence in Francophone cultures and in your community.

- Expressing What People Do with Friends: Décrire les actions réciproques: Reciprocal verbs
- Talking about the Past: Décrire les actions du passé” L'imparfait and “le Passé Composé)
- Vocabulary: Friendship, group activities, personality traits of friends, what we do together, back to school, when I was young, I am becoming independent, I work, I move around.



Evidence of Learning

Summative Assessment: Oral/ Written Assessments, Online Self- Assessment, Quiz/ Test, Midterms and Final Grade Assessments

Equipment Needed: Classroom Projector, Class Laptop, Class Textbook EntreCultures

Teacher Resources: Teacher Laptop, Teacher Textbook, Online Resources, Authentic Resources

Formative Assessments:

- Teacher observation
- Formal written unit assessment
- Listening comprehension
- Quizzes
- Homework
- Writing samples
- Oral– formal and informal
- Performance assessments
- Reading comprehension
- Exit Ticket
- Do Now
- Class Discussion



Lesson Plans

Lesson	Time Frame
Lesson 1 Entre Amis	10 days
Lesson 2 L'enfance et la rentrée scolaire	10 days
Lesson 3 Les évènements de l'adolescence	10 days

Teacher Notes:

Do now, distribute materials, return homework, prepare videos, listening comprehension podcasts, culturally authentic multimedia, vocabulary resources, and 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://www.nj.gov/education/cccs/2014/wl/WL.pdf>

<https://learningsite.waysidepublishing.com>



Lesson Plan 1 Template

Content Area: French Lesson Title: Entre Amis 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: 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 EntreCultures3, interactive activities, video/audio clips, writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities

Equipment Needed: Class textbook EntreCultures3, Laptop, Projector, headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Friendship: ami, copain, meilleur • Adjectifs: aimable, amusant, charmant, gentil, sincère... • Expressions: Ne sois pas...! Sois...! • Chercher: Looking for • Activities with Faire: Faire des projets, faire du sport, faire la fête, faire un pique-nique, faire une promenade.	Lesson Sequence 1. Le Sénégal: Read a description of the country by a native from Dakar. Reflexion interculturelle: Which aspect of life in Sénégal do you find the most interesting? How different or similar life is in Sénégal compared to your community? 2. Friendship: L'amitié, Organized a National Day of Friendship. Find synonyms for the word amitié. Create some activities for La Journée nationale. Zoom	• Do Now • Oral/ Class Greetings • 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



	Culturelle: What is the meaning of un ami and un copain? In your opinion where do we make some amis and where do we make some copains? In school? during vacation? Before or after school? 3. Looking for positive and negative qualities in a friend. Read a text and write down each quality into two categories. Watch a video and write down all positive qualities you hear. Look at three ads and select a friend that has the most in common with you.	
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) Comprehension: Short manageable tasks, immediate feedbacks, small group instruction Technology integration Quiz/Test/Grading: extended time, study guide, shorten test, read direction aloud. Assistive technology Recall: Teacher made checklist, visual and verbal reminders, graphic organizers Organization: Note taking assistance, color code materials		
Resources Provided: • Online Textbook Entrecultures • Online interactive practice activities (Wordwall) • Authentics Videos and Documentaries		



Lesson Plan 2 Template

Content Area: French Lesson Title: L'enfance et la Rentrée Scolaire 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: 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 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 EntreCultures3, interactive activities, video/audio clips, writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities

Equipment Needed: Class textbook EntreCultures3, Laptop, Projector, headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Je gère, je ressemble le plus à...,une fois • L'imparfait for descriptions and habits, Conjugating verbs • Expressions of frequenshowingamais, rarement, parfin France dos en temps souvent, toujours, tous les jours, tout le teof	Lesson Sequence 1. La rentrée scolaire (back to school), after reading a conversation through Texts between students, write down who is worried, who talked about teachers, who are happy to be back in school, who says goodbye first, and who talks about something that is not allowed. Then, talk about your feelings with a partner on the day before the first day of school. Which one of the two	• Do Now • Oral/ Class Greetings • 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



	characters are you the closest to? Then write down how you usually feel the first few days of school. 2. Talking about childhood memories. Read an interview a young girl gives to her grandmother, then compare what they both used to do when they were younger. What do they have in common and what are their differences? Interview a friend and find some information about his childhood. What surprised you the most? 3. Genders differences. Look at a chart about what boys and girls do in France as activities and hobbies. Then complete a Venn diagram about their differences and similarities.	• 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) Comprehension: Short manageable tasks, immediate feedbacks, small group instruction Technology integration Quiz/Test/Grading: extended time, study guide, shorten test, read direction aloud. Assistive technology Recall: Teacher made checklist, visual and verbal reminders, graphic organizers Organization: Note taking assistance, color code materials		
Resources Provided: • Online Textbook Entrecultures • Online interactive practice activities (Wordwall) • Authentics Videos and Documentaries		



Lesson Plan 3 Template

Content Area: French Lesson Title: Les événements de l'adolescence 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: 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 EntreCultures3, interactive activities, video/audio clips, writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities

Equipment Needed: Class textbook EntreCultures3, Laptop, Projector, headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Independence Vocabulary” gerer son temps, passer du temps, rencontrer, rigoler, sortir - Grammatical point: using à...de : to show what is allowed and what is not - Working Vocabulary: aider les gens, cultiver, faire du baby-sitting, jardinage, nager, sauver, servir un repas, soutenir, vendre. - Transportation: Je me déplace: en bus, en	Lesson Sequence To become independent. After reading an article about how to help a teen to become more independent create a chart. One column about the actions that develop independence, and another showing some independence exemples. (ex: Spending money helps a teen to be more organized and it gives him more freedom).	- Do Now - Oral/ Class Greetings - 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



métro, à moto, à vélo, en voiture	2. Looking for a job: After looking at the table, find a job that you would be interested to do based on your aptitudes. Then create a chart, write a few jobs you are interested about and include what qualities are required. Then ask other students in the class what they selected and share your opinions. 3. Getting a Driving Licence. Help someone who is nervous about learning how to drive some recommendations. Create a text to send to her to show her some encouragement. Zoom Culturelle: How old do you have to be in your community in order to get a driving license? How much does it cost? How do we get a driving license in a Francophone country? What are the similarities and differences in both countries?	● 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)

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

Technology integration

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

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

Organization: Note taking assistance, color code materials



Resources Provided:

- Online Textbook Entrecultures
- Online interactive practice activities (Wordwall)
- Authentics Videos and 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: French III	Unit Title: Entre Amis
Created: Laure D'Angelo	Board Approved on:	



Unit Overview Template

Content Area:	French	Grade Level:	French III	Unit Title:	Citoyenneté numérique
Unit Summary: The main goal of this unit is to raise students' awareness of various aspects of digital citizenship. This Unit aims at exchanging and presenting information about social networking, digital responsibilities, and safe use of technology. Read, view and listen to authentic texts about digital citizenship and social media. This unit will allow students to interact with authentic texts such as data, infographics, or charts to gain insights into patterns of technology used in the francophone world. Investigate how access to and use of technology affect daily life in francophone cultures and in one's community. Primary Interdisciplinary Connections: 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 Life and Career Skills X Communication and Collaboration X Media Literacy					
Unit Rationale:	In today's world, digital technology is omnipresent. Students are constantly connected to online platforms for communication, learning, and entertainment. However, this increased connectivity comes with unique responsibilities and challenges. Digital citizenship is a crucial concept that helps students navigate the digital landscape ethically, securely, and responsibly				
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.IPRET. 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.IPRET. 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.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.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.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
9.4.2.TL.3 9.4.2.TL.6	Navigate a virtual space to build context and describe the visual content. Describe the difference between real and virtual experiences. Illustrate and communicate ideas and stories using multiple digital tools
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse culture.
SEL.PK-12. 1.3 SEL.PK-12. 1.4 SEL.PK-12. 2.1 SEL.PK-12. 3.4	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. 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:

- What effects do digital media have on my life and the lives of those in francophone countries?
- What are my rights and responsibilities as a digital citizen?
- How can technology help me pursue my interests?

Unit Enduring Understandings:

- Describe some advantages of technology and how to use it responsibly. Identify some positive or negative uses of the Internet. Answer questions to describe my use of social media. Suggest a change to the rights of citizens and give some reasons why I made the suggestions. Exchange information about how I and others use cellphones in school.
- Exchange opinions about how to be a good digital citizen, Can give advice about Internet responsibility. Can understand an infographic about various uses of the internet. Explain how an app would be useful as a tool to pursue interests.
- Identify a poet or other artist that has influenced my country as much as Aimé Césaire influences Martinique. Compare attitudes about the use of mobile communication devices in schools in France and in my community.



- Compare the rights of young people in Canada to those in my community. Compare national mottos to gain insight into cultural perspectives. Identify ways in which languages evolve over time based on changing technology and other influences.

Unit Learning Targets:

Students will understand the main idea and some related information in comics, infographics, videos, personal stories, and other authentic texts about different uses of technology as well as read a poem associated with Martinique. Exchange information using simple sentences about advantages, disadvantages, and risks of technology, the age at which one should be allowed to use social media, and digital citizenship. Present information about technology of the future, give advice about the responsible use of technology, and present information about the importance of technology in the life of a teenager. Investigate rules governing cell phone use in school, historical rights and responsibilities, and frequently used terms related to the Internet in Francophone cultures and in one's community.

- Avoiding Repetition: Using, me, te, nous, vous, lui and leur
- Expressing What you should, should or could do: Le Conditionnel
- Expressing What would be if another condition were met: Et si... L'imparfait and the Conditionnel
- Vocabulary: Advantages and disadvantages of the internet
- Vocabulary: Rights and responsibilities
- Useful expressions : J'ai le droit de, je choisis de, la loi interdit de
- Vocabulary: Searching for new interests: poursuivre, communiquer plus facilement
- Vocabulary: How to pursue interests



Evidence of Learning

Summative Assessment: Oral/ Written Assessments, Online Self- Assessment, Quiz/ Test, Midterms and Final Grade Assessments

Equipment Needed: Classroom Projector, Class Laptop, Class Textbook EntreCultures

Teacher Resources: Teacher Laptop, Teacher Textbook, Online Resources, Authentic Resources

Formative Assessments:

- Teacher observation
- Formal written unit assessment
- Listening comprehension
- Quizzes
- Homework
- Writing samples
- Oral– formal and informal
- Performance assessments
- Reading comprehension
- Exit Ticket
- Do Now
- Class Discussion



Lesson Plans

Lesson	Time Frame
Lesson 1 L'internet	10 days
Lesson 2 Les droits et les responsabilités	10 days
Lesson 3 La recherche de nouveaux intérêts	10 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://www.nj.gov/education/cccs/2014/wl/WL.pdf>

<https://learningsite.waysidepublishing.com>



Lesson Plan 1 Template

Content Area: French Lesson Title: L'internet 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: 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 EntreCultures, interactive activities, video/audio clips, writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities

Equipment Needed: Class textbook EntreCultures, Laptop, Projector, headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • La famille: le divertissement, divertir, facile, facilement, rapide, rapidement, utiliser. • Les activités en ligne: accéder, s'amuser, les applications, les goûts, les intérêts, partager. • Faire des recherches, s'intéresser à, se passer, télécharger	Lesson Sequence 1. Advantages of the Internet. After looking at an infographic about the advantages of social media, create a presentation supporting the positive sides of the internet. Then talk to other students in the class and ask them what they think is the most important side of using social media. Then write a convincing letter to your grand-parents explaining why they should use the internet and social media.	• Do Now • Oral/ Class Greetings • 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



	2. Using the internet with care. Look at the two cartoons about negative experiences on the internet and give some suggestions on how to be cautious while navigating the internet. Someone should talk directly to another person rather than using social media to communicate, the internet does not always say the truth, some video games might be too violent 3. Zoom Culturelle: Phones in school. Do you think that cell phones should be turned off during school time? Cell phones are not allowed in France in elementary schools, middle schools. What do you think about the fact that phones are not allowed until High School? Is it normal to turn it off during school time? Do you have a phone with you during school time? How do you use it during school time? Reflexion interculturelle: What is the difference between France and other Francophone countries with your community about cell phones?	
--	--	--

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)

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

Technology integration

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

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

Organization: Note taking assistance, color code materials

Resources Provided:

- Online Textbook Entrecultures
- Online interactive practice activities (Wordwall)
- Authentics Videos and Documentaries



Lesson Plan 2 Template

Content Area: French Lesson Title: Les droits et les responsabilités Time Frame: 10 days

Lesson Components

21st Century Themes

XGlobal Awareness **X**Financial, Economic, Business and Entrepreneurial Literacy
XCivic Literacy ☐ Health Literacy

21st Century Skills

XCreativity and Innovation **X**Critical Thinking and Problem Solving **X**Information Literacy
XLife and Career Skills **X**Communication and Collaboration **X**Media Literacy **X**ICT Literacy

Interdisciplinary Connections: 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 EntreCultures, interactive activities, video/audio clips, writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities

Equipment Needed: Class textbook EntreCultures, Laptop, Projector, headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - The Rights (les droits): être d'accord, une amende, un médecin, un permis de conduire. - Les familles de mots: libre, liberté, égalité, égal, égaux, fraternité, fraternel, frère - La diffamation, s'exprimer, le harcèlement, le liberté d'expression, menacer	Lesson Sequence Les droits (the Rights), after reading the infographic about the Rights of the citizens in Québec, Complete a chart to compare the age difference for each specific Droit. (driving license, to rent an apartment...). What are the differences between the rights of the citizens in Quebec and your community? Reflexion interculturelle: Do you prefer the rights given in	- Do Now - Oral/ Class Greetings - 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



	Quebec or in your community? Which one and why? 2. Zoom Culturelle: les devises (motto). Which motto do you know? What beliefs are part of those mottos? After reading the text about the meaning of the French motto Liberté, Égalité, Fraternité, and other francophone countries, which francophone motto do you like best? What is the motto of your Country? What are the differences and similarities of the two countries? 3. Responsibilities. After reading the text about how to be responsible on social media, which statements are related to personal safety, and which ones are about the safety of others? Do you think we can say what we want on social media? Sondage: students take a survey and share their age when they got their first phone, their age when they started using it in school and for which use do you have your phone in school.	• 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)



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

Technology integration

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

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

Organization: Note taking assistance, color code materials

Resources Provided:

- Online Textbook Entrecultures
- Online interactive practice activities (Wordwall)
- Authentics Videos and Documentaries



Lesson Plan 3 Template

Content Area: French Lesson Title: La recherche de nouveaux intérêts Time Frame: 10 days

Lesson Components

21st Century Themes

XGlobal Awareness **X**Financial, Economic, Business and Entrepreneurial Literacy
XCivic Literacy ☐ Health Literacy

21st Century Skills

XCreativity and Innovation **X**Critical Thinking and Problem Solving **X** Information Literacy
XLife and Career Skills **X**Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: 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 EntreCultures, interactive activities, video/audio clips, writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities

Equipment Needed: Class textbook EntreCultures3, Laptop, Projector, Headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Avoiding repetition: te, me, lui, vous, nous, leur • Expressing what you would, should or could do by using le Conditionnel. • Conditionnel conjugation • Expressing What would be if Another Condition Were Met: Using “si”	Lesson Sequence 1. New Interests: After reading the text, find out who is talking about doing homework, learning another language, the use of the internet, to finish homework to do some research. Then ask other students if they are doing any of those activities. Then find out how many people did their homework and how many used the internet. Class discussion.	• Do Now • Oral/ Class Greetings • 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



	2. Using the internet. After looking at the graph, which one of those categories are the most used on the internet: news, communication, leisures or services? Which activities do you do on the internet related to school? Which one do you do for entertainment? 3. Zoom Culture: Do you speak Technology? In your opinion, which words you see in French have a technical meaning in English? As technology evolves also the vocabulary associated with it expands and changes. Why do you think it is important to protect a language like French and English? What are the influences of languages on each other?	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)

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

Technology integration

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

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

Organization: Note taking assistance, color code materials

Resources Provided:

- Online Textbook Entrecultures
- Online interactive practice activities (Wordwall)



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

- Authentics Videos and 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: French III	Unit Title: La recherche de Nouveaux Interets
Created: Laure D'Angelo	Board Approved on:	



Unit Overview Template

Content Area: French **Grade Level:** French III **Unit Title:** Je me prends en charge

Unit Summary: This unit aims at exchanging information about competencies, interests, and future plans. Interpret authentic texts such as videos, infographics, or articles to gain insights into the transition toward adulthood among young people in the francophone world. Present advice about planning for the future and describe work-related competencies and goals. Investigate how young people in francophone cultures prepare for the future.

Primary Interdisciplinary Connections: 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
XInformation Literacy **X**Life and Career Skills **X**Communication and Collaboration **X**Media Literacy

Unit Rationale: Students will learn about exchanging information about competencies, interests, and future plans. Interpret authentic texts such as videos, infographics, or articles to gain insights into the transition toward adulthood among young people in the francophone world.

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.IPRET. 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.IPRET. 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.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.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.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
9.4.2.TL.3 9.4.2.TL.	Navigate a virtual space to build context and describe the visual content. Describe the difference between real and virtual experiences. Illustrate and communicate ideas and stories using multiple digital tools
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse culture.
SEL.PK-12. 1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12. 2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12. 3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
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:

- What do young people need to consider when planning for their future?
- How do young people balance their time between what they need to do and want to do in francophone cultures and in my country?
- What impact will my generation have on society?

Unit Enduring Understandings:

- Understand the main idea when someone describes interests and dreams for the future. Describe interests and skills related to a potential career path for the future. Can present a series of steps for choosing a future career path.
- How to balance workload and personal life. Identify key information about competencies and soft skills needed for a job. Correspond appropriately with a prospective employer. Understand the main ideas and some details when someone describes dreams and plans for the future.
- Identify some ways that local language and culture are influenced by bordering countries or regions. Compare similarities and differences in what young people consider as "work" in francophone cultures and in one's community.



- Describe the role of routines in francophone cultures and in my daily life. Compare practices and perspectives related to participating in strikes or demonstrations in francophone cultures and in one's community.

Unit Learning Targets:

Students will identify a francophone teen's plans for the future and compare them to one's own. Understand the main idea and some related information in comics, infographics, videos, blog, posts, articles, and other, authentic texts about deciding on a future career and maintaining a healthy work-life balance. Exchange information and advice related to planning for a future career, exchange advice about what to do in various situations, and correspond with a potential employer using series of sentences. Present information about abilities, interests, and dreams for the future, give advice about maintaining a healthy work-life balance, and write a formal email to a potential employer to describe competences and soft skills. Investigate perspectives about what constitutes "work" for young people in francophone cultures and in a community, the relentless cycle of "métro-boulot-dodo" (commute-work-sleep), and the role of strikes in effecting social change.

- Connecting Ideas using: ce qui, ce que
- Expressing What will happen if another condition is met: Imparfait and Conditionnel
- Expressing What will happen in certain situations: Future Simple
- Vocabulary: Mentally preparing, Taking actions,
- Useful expressions: ce dont je rêve, ce qui me passionne,
- Finding balance: le bonheur, être à l'aise, faire confiance



Evidence of Learning

Summative Assessment: Oral/ Written Assessments, Online Self- Assessment, Quiz/ Test, Midterms and Final Grade Assessments

Equipment Needed: Classroom Projector, Class Laptop, Class Textbook EntreCultures

Teacher Resources: Teacher Laptop, Teacher Textbook, Online Resources, Authentic Resources

Formative Assessments:

- Teacher observation
- Formal written unit assessment
- Listening comprehension
- Quizzes
- Homework
- Writing samples
- Oral– formal and informal
- Performance assessments
- Reading comprehension
- Exit Ticket
- Do Now
- Class Discussion



Lesson Plans

Lesson	Time Frame
Lesson 1 En route vers l'avenir	10 days
Lesson 2 Trouver un équilibre de vie	10 days
Lesson 3 Mes compétences sociales	10 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://www.nj.gov/education/cccs/2014/wl/WL.pdf>

<https://learningsite.waysidepublishing.com>



Lesson Plan 1 Template

Content Area: French Lesson Title: En route vers l'avenir Time Frame: 10 days

Lesson Components

21st Century Themes

XGlobal Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
XCivic Literacy ☐ Health Literacy

21st Century Skills

XCreativity and Innovation **X**Critical Thinking and Problem Solving **X**Information Literacy
XLife and Career Skills **X**Communication and Collaboration **X**Media Literacy **X**ICT Literacy

Interdisciplinary Connections: 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 EntreCultures3, interactive activities, video/audio clips, writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities

Equipment Needed: Class textbook EntreCultures3, Laptop, Projector, headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Synonymes: une aptitude, une capacité, une compétence, une qualité • Après +avoir, Après+être: Verbs with no subject • To give some advice: il faut... (on doit, tu dois, vous devez) • Ce que J'aime, ce que je n'aime pas • To talk about work: Les domaines, je travaille dans, les affaires, le secteur du droit, l'éducation, l'immobilier,	Lesson Sequence 1. I prepare myself mentally: after reading a conversation about setting goals for life after high school and a career, find some words to define: se rencontre, se decide, les competences. Then after listening to a video write down the interests and the dreams of the speaker. Then describe your interests, your skills and your dreams. Students will then listen to each other's description and will	• Do Now • Oral/ Class Greetings • 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



le secteur medical, la technology	suggest which career would fit them best. 2. Zoom Culture: What is the meaning of a job for a teenager? When you talk about work with other friends what do you talk about? Reflexion: What is your place in the workforce? Do you have a job or do you know a teen with a job? Do you know some students who live abroad? 3. Réflexion interculturelle: What are the different meanings of the word “Work”? At your age what is your job? Why do you think the number of students who have a job after school varies according to where they live?	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) Comprehension: Short manageable tasks, immediate feedbacks, small group instruction Technology integration Quiz/Test/Grading: extended time, study guide, shorten test, read direction aloud. Assistive technology Recall: Teacher made checklist, visual and verbal reminders, graphic organizers Organization: Note taking assistance, color code materials		
Resources Provided: - Online Textbook Entrecultures - Online interactive practice activities (Wordwall) - Authentic Videos and Documentaries		



Lesson Plan 2 Template

Content Area: French Lesson Title: Trouver un équilibre de vie Time Frame: 10 days

Lesson Components

21st Century Themes

XGlobal Awareness **X**Financial, Economic, Business and Entrepreneurial Literacy
XCivic Literacy ☐ Health Literacy

21st Century Skills

XCreativity and Innovation **X**Critical Thinking and Problem Solving **X**Information Literacy
XLife and Career Skills **X**Communication and Collaboration **X**Media Literacy **X**ICT Literacy

Interdisciplinary Connections: 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 EntreCultures, interactive activities, video/audio clips, writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities

Equipment Needed: Class textbook EntreCultures, Laptop, Projector, headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Expressing what will happen if another condition is met. - Imparfait and Conditionnel - Using “si” - Vocabulary: le bonheur (happiness), déménager (to move away), faire confiance, faire une pause, prendre un congé - Useful expressions: accorder la priorité à (to prioritize), la conciliation étude/travail, définir ses priorités, un mode de vie	Lesson Sequence Giving some suggestions based on someone’s lifestyle. Read all the statements from different people and based on the table and the 4 advice stated suggest to them what they should be doing in order to keep a balanced life and manage their stress level. Listen to the radio program and decide if each statement you see written is from the auditor or the animateur. Then with a	- Do Now - Oral/ Class Greetings - 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



sain, prendre du temps pour soi.	partner create your own radio conversation between an auditor and an animator, giving the correct advice to people. 2. Zoom Culture: What is your daily routine? How do you spend the week and the weekend? After reading the text about the daily routine of many teenagers in France, think about the expressions: “métro, boulot, dodo” (transport, work, sleep) Réflexion: How do you find the way to balance your life between work and your free time? How do you get to school? What is your routine in the evening? How do you spend your free time? 3. Réflexion interculturelle: “ Métro, boulot, dodo” is a motto which reminds us how busy life can be. Do you think that having a set routine helps people stay organized?	• 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) Comprehension: Short manageable tasks, immediate feedbacks, small group instruction Technology integration Quiz/Test/Grading: extended time, study guide, shorten test, read direction aloud. Assistive technology Recall: Teacher made checklist, visual and verbal reminders, graphic organizers Organization: Note taking assistance, color code materials		



Resources Provided:

- Online Textbook Entrecultures
- Online interactive practice activities (Wordwall)
- Authentics Videos and Documentaries



Lesson Plan 3 Template

Content Area: French Lesson Title: Mes compétences sociales Time Frame: 10 days

Lesson Components

21st Century Themes

XGlobal Awareness ☐ Financial, Economic, ☐ Business and Entrepreneurial Literacy

XCivic Literacy ☐ Health Literacy

21st Century Skills

XCreativity and Innovation **X**Critical Thinking and Problem Solving **X**Information Literacy

XLife and Career Skills **X**Communication and Collaboration **X**Media Literacy **X**ICT Literacy

Interdisciplinary Connections: 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 EntreCultures3, interactive activities, video/audio clips, writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities

Equipment Needed: Class textbook EntreCultures3, Laptop, Projector, headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Détail linguistique: la communication, l'empathie, la flexibilité, la patience, la persuasion, progresser, la solution concrète. - Les familles de mots: communicatif, communiquer, la patience, patient, patienter, persuasif, persuader - Expressing What will happen in certain Situations: using the Future simple.	Lesson Sequence Social Skills. After listening to a documentary about a "Salon de Travail" (work recruiting) read all the statements and mark down the one you heard. Then write a letter to the organization and tell them why you are the ideal candidate for one of their positions. After you find out you have been accepted write a cover letter to the company interested in you	- Do Now - Oral/ Class Greetings - 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



Useful Expressions: aussitôt dit, aussitôt fait. Dès que possible.	mentioning all your qualities. 2. Zoom Culture: Faire la grève (going on strike). Why do French people go on strike? Do workers in your community go on strike? Réflexion: Are you for or against manifestations organized by students? What do those manifestations have on society? Have you ever been part of one of them? 3. Reflexion interculturelle. Is there any manifestation that took place in your community and made an impact? Why do young people organize manifestations in your community? What would they like to change?	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)

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

Technology integration

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

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

Organization: Note taking assistance, color code materials

Resources Provided:

- Online Textbook Entrecultures
- Online interactive practice activities (Wordwall)
- Authentic Videos and Documentaries



J

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: French III	Unit Title: Je me prends en charge
Created: Laure D'Angelo	Board Approved on:	



SPRINGFIELD PUBLIC SCHOOLS

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

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

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Accommodations and Modifications for ESL Students

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

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- Cognitive Abilities Test (CogAT)
- Classroom Performance/Student Portfolios
- DRA2 Level
- iReady Diagnostic Scores
- Gifted Indicators Checklist
- Start Strong/NJSLA Assessment Data

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
iReady ELA On Grade Level	iReady ELA ½ Year Above Current Level	iReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links

https://riversideinsights.com/cognitive_abilities_test

<https://www.curriculumassociates.com/programs/i-ready-learning>

<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

Gifted and talented student: The “*[Strengthening Gifted and Talented Education Act](#)*” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.