



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

Springfield Public Schools
Springfield, New Jersey 07081

French II
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 29, 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. Norman Francis~Principal

Candice Schiano~Supervisor of Humanities

Laure D'Angelo~Teacher of French



Unit Overview Template

Content Area: French **Grade Level:** French II **Unit Title:** La Ville

Unit Summary: Students will share information and preferences about places in their community and the French-speaking world. Students will interpret blogs, lists, proverbs, and promotional materials about shopping choices and activities. Students will describe the relative location of stores in a community using maps and identify some of the unique features that have shaped and defined the culture of a community. Students will become familiar with the names of stores, and food items, expressing needs, asking and answering questions about food, going shopping, and interacting in a store. Ways of transportation and how to find direction and navigate through a town or a city to go shopping and navigate through different areas.

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 aims to immerse students in the target language's vocabulary, expressions, and cultural nuances associated with urban settings. By exploring the town's layout, services, and interactions, students will develop practical language skills essential for daily communication and navigation in urban environments. This unit is designed to enhance students' linguistic proficiency and cultural competence through various engaging activities, real-life scenarios, and multimedia resources.

Career Readiness (Standard 9): Career readiness, life literacies, and critical 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 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, understand and interpret spoken and written language, and present information, concepts, and ideas while also understanding other cultures' perspectives. 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 formulaic questions on 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 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 directly connects to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in developing 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	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 do Culture, community and the people around us affect how we live? - How do my surroundings shape my identity? - How does culture affect how people move between locations in a town?	
Unit Enduring Understandings: To Talk about stores and where to buy food. Ask and answer questions about shopping and prices. What someone wants to, must, or can do related to shopping for food. Identify where to buy various items.	



- Ask and answer simple questions about where various places are located. Describe where a shop is located relative to other areas in town. Describe how people get around town using multiple types of transportation.
- Identify some similarities and differences between a Francophone student and myself related to hometowns and activities around town. Identify differences in every practice related to food shopping in francophone communities and one's own community, and understand the benefits of both systems.
- Identify shopping habits where I live and in the Francophone world and tell how they impact each community. Identify how public transportation, such as subways and trains, affects the daily lives of people in the Francophone world and in my community.

Unit Learning Targets:

Students will identify some similarities and differences between a Francophone young person and himself related to shopping and activities around town.

Interact in short spoken and written conversations, asking and answering questions about shopping preferences and prices and exchanging advice about where to shop for certain items and how to get there.

Understand and identify information in voice messages, videos, conversations, and informational texts such as radio announcements, print ads, shopping guides, and maps.

Interact in spoken and written exchanges to ask and answer basic questions on familiar information. Use the language to investigate and reflect on shopping practices, types of stores, relative location of shops in a community, and available means of transportation to understand perspectives of the cultures studied.

- Expressing What I want to, Must, and Can Do: Verbs Vouloir (to want), Devoir (to have to) and Pouvoir (to be able, can)
- Using Verbs like Acheter (to buy)
- Describing what People Buy and Where
- Using Verbs like Vendre (to sell), Attendre (to wait) and Répondre (to answer). -ER Verbs
- Describing places where to buy food. Name of stores where to buy food.
- Expressing a variety of places where to shop: Name of places to purchase diverse items
- Useful expressions: C'est bon marché, c'est cher, combien ça coûte?...
- Describing where something is located: words of position: à côté de, dans, sous...
- Useful expressions of mobility are à pied (on foot) and à vélo (by bike).



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 Faire Les Courses	10 days
Lesson 2 Faire du shopping	10 days
Lesson 3 L'Emplacement	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: Faire Les Courses 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 EntreCultures2, interactive activities, video/audio clips, writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities

Equipment Needed: Class textbook EntreCultures2, Laptop, Projector, headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Les désirs: Je veux, tu veux, elle veut (to want) • Les nécessités: Je dois, tu dois, elle doit (to have to) • Les possibilités (Je peux, tu peux, on peut) (to be able to) • Le pronom “on” • Names of stores	Lesson Sequence 1. Intercultural Activity: After reading about a French Teenager From France and Listening to him talk about himself, his family and interests, Pair and share some information about your understanding. Compare him with other bloggers. Then compare yourself to him and write what you have in common. Reflexion Interculturelle: How do you describe your town or city? What do you do in different places 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 • Games • Exit Ticket



	town?How is Noah similar to and/ or different from you? 2. Food Store Vocabulary Assimilation:Identifying who works in which food stores. Using prior knowledge of food items, tell someone where they need to go in order to buy specific items. Looking at a shopping list, connect each item with the correct store. After Listening to someone talking about their shopping list, write down the name of the stores she will need to go to. 3. Pratique culturelle: after reading a text research the practice of food shopping where you live and in your community. Compare French Food shopping habits with those in your community. 4. Reflexion Interculturelle: What do you imagine would be the effect of doing your family's food shopping like people do in France? How would shopping in this manner affect daily life? What is the attitude of food shopping where you live?	
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Differentiation:

Tiered activities (leveled reading and workbook activities)

Flexible grouping based on ability/interest level

Interest based options (product/process choice)

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



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: Faire du Shopping Time Frame: 10 days

Lesson Components

21st Century Themes

XGlobal Awareness **X**Financial, Economic, Business and Entrepreneurial Literacy
XCivic Literacy **X**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 ☐ 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 EntreCultures2, interactive activities, video/audio clips, writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities

Equipment Needed: Class textbook EntreCultures2, Laptop, Projector, Headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Stores: le magasin de technology, la pharmacie, la poste, le magasin de vêtements, la librairie, le kiosque à journaux. • The Verb Vendre (to sell) • Useful Expressions: C'est bon marché, c'est cher, ça coûte, combien ça coûte? • Linguistic Detail: Le prix (the price), the symbol is placed after the number.	Lesson Sequence 1. Name of different stores assimilation: Look at the pictures and write the name of the different stores. Then pretend you just arrived in France to visit a friend and your luggage did not arrive yet, ask your friend where to buy some of the items you need. 2. After looking at a newspaper, reorganize the pictures of each item with the correct store. Pair up with someone and ask the price of each	• 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



	item using “useful Expressions”. 3. <i>Pratique Culturelle: Les Soldes</i>. What makes the event “ Les Soldes” so unique to France? How is it different from sales where you live? <i>Réflexion</i>: Research the offers of several French stores during les soldes and compare them to sales that are held where you live. 4. <i>Reflexion Culturelle</i>: What effect do you think the period of <i>les soldes</i> has on French society and economy? How does this event impact the shopping habits of the French?	
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: L'emplacement Time Frame: 10 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: The learners 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 EntreCultures2, interactive activities, video/audio clips, writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities

Equipment Needed: Class textbook EntreCultures2, Laptop, Projector, Headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Les prepositions avec “de” • Relative locations: devant, derrière, à côté de, autour, à droite, à gauche • The Verb Prendre (to take) Conjugation • Additional Vocabulary: l'arrêt du bus, dans la rue, passer (to pass by), traverser, je me promène, il/elle se trouve • Useful Expressions: à moto, à pied (by foot), à vélo, en bus, en taxi, en voiture	Lesson Sequence 1. Look at pictures of animals sitting at different places and write one sentence with a different word of location. Then look at pictures of different stores and help a friend locate each store. 2. Listen to someone giving a description on where some stores are located and find them on a map. Then read additional descriptions and find the correct store on the map. 3. Pratique Culturelle: Le Transport en	• 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



	commun. What is the impact of public transportation on everyday life in France? After reading a text, research how the role of public transportation differs from France and where you live. Compare the availability and the cost of public transportation in the two locations. 4. Réflexion interculturelle: How do the types of public transit in France differ from those where you live? How does public transit affect daily life in both places?	
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Differentiation:

Tiered activities (leveled reading and workbook activities)

Flexible grouping based on ability/interest level

Interest based options (product/process choice)

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

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: 9-11	Unit Title: La Ville
Created: Laure D'Angelo	Board Approved on:	



Unit Overview Template

Content Area: French **Grade Level:** French II **Unit Title:** À Table

Unit Summary: This Unit is designed for students to exchange information about traditional dishes from francophone cultures and share memories related to food. Read, view, and listen to recipes, menus, videos, and invitations related to food in Francophone cultures. Invite others to events and special meals. Investigate how food plays an integral part in family, traditions, and celebrations in Francophone cultures. This unit aims to enhance students' vocabulary, conversational skills, and cultural understanding related to food and dining. Through interactive and immersive activities, students will learn to navigate various dining scenarios, discuss their food preferences, share personal cooking and dining experiences, and appreciate the cultural significance of food in French-speaking societies.

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 ☐ Media Literacy

Unit Rationale: The "À Table" unit focuses on the rich culinary traditions and dining customs of the French-speaking world. Through this unit, students will not only acquire practical language skills related to food, meals, and dining etiquette but also gain insights into the cultural significance of food in French-speaking societies. Additionally, students will learn to share personal memories and experiences related to preparing and enjoying food, which enhances their ability to connect emotionally and socially in the target language.

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:

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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):
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FL.NM.7.1. NM.IPRET. 3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
FL.NM.7.1. NM.IPRET. 4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
FL.NM.7.1. NM.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	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: • Which culinary traditions of the past are still important today? • How are our memories with the important people in our lives connected to food? • How does food bring people together?	
Unit Enduring Understandings: • Can exchange information about ingredients in a traditional dish, about new foods wishing to try. Can understand someone's food preferences in order to suggest menu items. • Can recall memories and talk about some food eaten at a younger age, and understand someone describing what they used to eat. Identify activities that people did in the past, Ask and answer questions about childhood eating habits.	



- Can compare traditional dishes from my community to traditional dishes from a francophone country. Can identify what and how often people used to prepare, cook, and eat in the past.
- Can create an invitation to invite others to a Francophone culinary event.
- Can identify why community members organize an event, that includes food, to benefit a cause in Francophone cultures and in my community.

Unit Learning Targets:

Students will identify a Francophone teen's family members and interests, describe where he or she lives, and compare the teen's interests to their own. Students will understand the main idea and some related information in authentic texts, audios, and videos related to traditional Francophone dishes and ingredients, past eating habits, and descriptions of the community events. Exchange information about foods, childhood eating habits, how food used to be prepared, and express some opinions in simple sentences. Present information about steps for a recipe, describe photos about what people used to eat in the past, and create a simple advertisement to persuade others to attend a community event. Investigate, explain, and reflect on foods and practices related to food in Francophone countries in regards to the perspectives.



Evidence of Learning

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

Equipment Needed: Classroom Projector, Class Laptop, Classtextbook EntreCultures 1

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 Food and Traditions	10 days
Lesson 2 L'imparfait	10 days
Lesson 3 Special Events and Invitations	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: Food and Tradition Time Frame: 10 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: The learners 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 EntreCultures2, interactive activities, video/audio clips, writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities

Equipment Needed: Class textbook EntreCultures2, Laptop, Projector, headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • “Chez” (someone’s place) • Possessive Adjectives: Mon, Ton, Son • Food and drink items • Family Members • Café Food items	Lesson Sequence 1. Rencontre Interculturelle: Students meet Maxime from Belgium learn about where he lives, some personal information and interests. Students write down some details about his life, watch a video where Maxime talks about himself and the students reorganize the order of the dialogue, then students answer some questions about themselves. Compare Maxime Preferences with	• 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



	your own. Reflexion interculturelle: Why do you suppose he thought these facts were important to share with you? If you were introducing yourself, what do you think you would include about the place where you live? 2. Review Café food: after listening to a video, match each food item each person ordered with the correct name. Look at a Café menu and in a group of three share what you will each select for lunch. After looking at a picture of a family and you have read what they like to eat, make a list about their preferences. Then plan a diner menu for each person. 3. After looking at two school menus from La Réunion and la Belgique, select the one you prefer and explain why. 4. Traditional food from Belgium: Looking at some traditional food, what can you identify? 5. Reflexion interculturelle: How do these dishes compare to those that people in your community make to celebrate a holiday in your country?	
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Differentiation:

Tiered activities (leveled reading and workbook activities)

Flexible grouping based on ability/interest level

Interest based options (product/process choice)



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

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'imparfait Time Frame: 10 days

Lesson Components

21st Century Themes

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

☒ Civic Literacy ☒ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: The learners 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 EntreCultures2, interactive activities, video/audio clips, writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities

Equipment Needed: Class textbook EntreCultures2, Laptop, Projector, Headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • L'imparfait: talking about the past. • Irregular Plural with "x" • Farm animals and fresh products	Lesson Sequence 1. After looking at some pictures from a Farm, read the text that describes each picture. Then find all the food items mentioned. 2. Conjugation of L'imparfait: students will learn the endings for each personal pronoun, conjugate 4 verbs and complete some practice activities. 3. After listening and watching a video about someone's grandparent at a farm, correct each sentence and change the	• 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



	words that need to be replaced with the appropriate food item. 4. Reflexion interculturelle: What do you notice about local produce in Belgium? Do you know which kinds of foods grow well near where you live? Do you know when you can buy them in season? Why do you think people care about buying local, seasonal produce?	
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: Special Events and Celebrations Time Frame: 10 days

Lesson Components

21st Century Themes

XGlobal Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
XCivic Literacy **X**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 EntreCultures2, interactive activities, video/audio clips, writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities

Equipment Needed: Class textbook EntreCultures2, Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Je voudrais, j'ai envie de, j'ai faim, j'ai soif - Expressions: avec plaisir, oui, je veux bien, désolé, mais je ne peux pas. - Events: un événement spécial, une fête d'anniversaire, une fête religieuse, un mariage, un repas familial, une soirée chez des amis - The verb Venir (to come)	Lesson Sequence - An invitation: After looking at the ad, complete the graph and write down which kind of event it is, for which audience, where, the price, date and time. In pairs, have a conversation and decide which events you like to go to and why. - Watch a video and reorganize the order of each category of the event. - Create an invitation to an event based on	- 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



	traditional food and specialties from Belgium or another francophone country. (name of the event, date, time, where, food) 4. Zoom Culture: Which desserts do you associate with special events or holidays? Read the text about the history of Chocolate. Reflexion: On average, a Belgian consumes over 10kg of chocolate every year and considers this luscious food as a “national heritage”. Is chocolate an important component of your holiday gatherings?	
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 II	Unit Title: À Table
Created: Laure D'Angelo	Board Approved on:	



Unit Overview Template

Content Area: French **Grade Level:** French II **Unit Title:** Les Bénévoles

Unit Summary: This unit will develop practical language skills and a deep cultural understanding through engaging and authentic activities centered around volunteering. Students will Read, view, and listen to informational texts such as announcements, videos, and personal stories about household tasks and working as a volunteer. Negotiate with others to decide on household tasks and a volunteer opportunity, provide information about themselves in order to apply to a volunteer organization. Investigate how and why people in Francophone cultures contribute to their community through volunteerism.

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: The "Volunteering" unit aims to introduce students to the significance and impact of volunteering in French-speaking societies. This unit explores the vocabulary and expressions related to volunteering while highlighting the cultural and social values of community service in Francophone countries. Students will develop practical language skills and a deep cultural understanding through engaging and authentic activities centered around volunteering.

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. 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 do my personal responsibilities and routines shape my daily life • How can community members work together to improve the quality of life for themselves and others? • What kinds of volunteer opportunities exist in the Francophone world? What motivates people from different cultures to volunteer?	
Unit Enduring Understandings: • Understand when people talk about the chores they do. Understand an infographic about chores in the home. Can write short messages to tell people which chores they will do. Can answer some questions about the types of chores that need to be done. Can select a volunteer opportunity based on interest.	



- Can ask and answer questions about traits and preferences related to volunteering. Can understand the reasons people give for volunteering.
- Can identify how a Francophone teen uses free time and why. Can Identify some ways that culture, gender, age affect the type of chores people do.
- Can identify ways people in their community and Francophone cultures respond to challenges and give reasons why.

Unit Learning Targets:

Students will Identify a Francophone teen's interests, describe ways a Francophone teen helps in the household or volunteers in the community, and compare how sports and leisure activities vary depending on where one lives. Understand the main idea and some related information in authentic texts, audios, videos, and personal stories related to household tasks and volunteer opportunities. Negotiate and exchange information about household tasks and express some opinions about volunteer opportunities using simple sentences. Present information about household tasks, where to volunteer and why, and provide information to apply to a volunteer organization. Investigate how and why people in Francophone culture contribute to their communities through volunteerism.

- Describing what people Can and Want to Do: Verbs Vouloir (to want) Pouvoir (to be able to) Choisir (to choose) Finir (to finish)
- ASking "What" and "Which" Questions: "qu'est ce que" and "Quel"
- Connecting Phrases with Qui, Que, Où
- House Chores Vocabulary
- Useful expressions
- Describing what a good volunteering is: accueillir, aider, conseiller, servir
- Where and why volunteering: faire du bénévolat, la banque alimentaire, la garderie



Evidence of Learning

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

Equipment Needed: Classroom Projector, Class Laptop, Classtextbook EntreCultures 1

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 Une semaine Typique	10 days
Lesson 2 Je me prépare à être bénévole	10 days
Lesson 3 Allons faire de bénévolat	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: Une semaine typique Time Frame: 10 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: The learners 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 EntreCultures2, interactive activities, video/audio clips, writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities

Equipment Needed: Class textbook EntreCultures2, Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Rooms in a house • House chores • -er verbs	Lesson Sequence 1. Read the text about the house chores Eloise does daily, weekly and monthly. Look for which chores she does in different areas of the house. Then identify which chore she does according to her organizer. Then share with her which chores you do at home. 2. Watch and listen to Yngara's video and with a partner reorganize each sentence correctly. Then compare Eloise and	• 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



	Yngara and see what they have in common. 3. Ask a partner which chores are important to you and which ones are not and why. After reading the information it helps Eloise's brother figure out which chores he can do in 5 minutes before his parents come back home. 4. Zoom culture: after reading the text about house chores in Canada, why do you think men and women might complete different types or amounts of chores? 5. Reflexion interculturelle: What role do you think culture, gender, age play in influencing the types of chores that people choose to do or are expected to do? What are your considerations when choosing or being assigned chores at home?	
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Differentiation:

Tiered activities (leveled reading and workbook activities)

Flexible grouping based on ability/interest level

Interest based options (product/process choice)

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

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: Je me prépare à être bénévole Time Frame: X hours/days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: The learners 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 EntreCultures2, interactive activities, video/audio clips, writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities

Equipment Needed: Class textbook EntreCultures2, Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • L'accord des adjectifs • Realiser, aider, conseiller, contribuer, accueillir, reconforter, gérer, organiser, lancer • Conjugating Accueillir	Lesson Sequence 1. Personality Quiz: What task do you usually accomplish when you work on a group project? Select what best represents you. Then find out if you are a worker, understanding, trustworthy, a leader, motivated. 2. Look at both ads and with a partner select the volunteering ad that best fits you. Write three reasons for your choice. 3. With a partner, think about someone you know	• 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



	that volunteers, compare hi, with Edrige in the Venn Diagram. Share with other students and look at the similarities. 4. Reflexion interculturelle: In the video, you discovered how Édridge Oris responded to a difficult time in the country. What are some positive ways that people in your community have responded to challenges together? What life lessons can you take away from her example?	
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: Allons Faire du bénévolat Time Frame: X hours/days

Lesson Components

21st Century Themes

XGlobal Awareness **X**Financial, Economic, Business and Entrepreneurial Literacy
XCivic Literacy **X**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 EntreCultures2, interactive activities, video/audio clips, writing vocabulary and creating conversation on Microsoft Word, voice recording and listening activities

Equipment Needed: Class textbook EntreCultures2, Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Expressing What would be if Another Condition were met: Et... si? - L'imparfait, Le conditionnel - Searching for new interests: communiquer plus facilement, créer, être en train d'apprendre, poursuivre, le réseau - How to pursue my interests: afin d' avoir accès à, donner le moyen de, rester au courant de, sauvegarder un fichier, transférer un fichier	Lesson Sequence - Zoom Culture: Le bénévolat as integration: What are the reasons people get involved in volunteerism in your community? Have you ever formed a friendship through volunteering? Other than job opportunities can you think of reasons why people who are new to a community might need to establish connections? - Your French Club would like to participate in a service project on your	- 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



	class trip to Montreal next summer, but there are so many options! Read a few testimonials of Canadian students who already volunteer in a variety of ways. Then, discuss those options with your class in an online forum, Finally create a video to announce the service project you prefer.	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 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 II	Unit Title: Les Bénévoles
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.