

**POMPTON LAKES SCHOOL DISTRICT**

**FRENCH II**

**COURSE OF STUDY**

Dr. Paul Amoroso, Superintendent  
Mrs. Jayne Tanis, Director of Curriculum  
Dr. Vincent Przybylinski, Principal  
Mr. Anthony Mattera, Vice Principal  
Mr. Tarsitano, Department Chairperson  
Mrs. Stephanie Shaw, Board of Education President  
Mrs. Nancy Schwartz, Board of Education Vice President

**Board Members**

Mrs. Traci Cioppa, Mr. Robert Cruz, Mrs. Colleen Dawson, Mrs. Eileen Horn,  
Mrs. Kelly Norris, Mr. Karl Roman, Mr. Scott SanTERS, Mr. John Yao

PL BOE Approval, 6/11/19

Unit Overview	
<b>Content Area:</b>	French 2
<b>Unit Title:</b>	Unit 1 – Who am I? Qui suis-je?
<b>Target Course/Grade Level:</b>	French 2/Grade 9
<b>Unit Summary:</b>	“I Are”: greetings, names, dates, time, weather, numbers, general vocabulary.
<b>Primary interdisciplinary connections:</b>	English
<b>21<sup>st</sup> century themes:</b>	Global awareness and economic and civic literacy.
<b>Unit Rationale:</b>	Students will become reacquainted with the French language. This will enable them to refresh the language skill areas of listening, speaking, reading and writing.
Learning Targets	
<b>Standards 7.1 – World Languages:</b> 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.	
<b>Content Statements: Interpretive Mode- Proficiency Level Intermediate Mid</b>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, <a href="#">culturally authentic materials</a> found in <a href="#">electronic information</a> and other sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural <a href="#">practices</a> ) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, <a href="#">culturally authentic materials</a> found in <a href="#">electronic information</a> and other sources related to targeted themes.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
<b>Content Statements: Interpersonal Mode – Proficiency Level Intermediate Mid</b>	
7.1.IM.B.1	Use <a href="#">digital tools</a> to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

<b>Content Statements: Presentational Mode – Proficiency Level Intermediate Mid</b>	
7.1.IM.C.1	Synthesize information related to the cultural <a href="#">products</a> , cultural <a href="#">practices</a> , and cultural <a href="#">perspectives</a> associated with targeted culture(s) to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared <a href="#">virtually</a> with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate <a href="#">culturally authentic materials</a> .
7.1.IM.C.5	Compare cultural <a href="#">perspectives</a> of the target culture(s) with those of one’s own culture as evidenced through their cultural <a href="#">products</a> and cultural <a href="#">practices</a> .
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How does one express general expressions in French?</li> <li>• How does one indicate time, dates and numbers in French?</li> <li>• How is weather expressed in French?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Reviewing vocabulary and expressions in the unit will enable students to become comfortable with the language skills acquired.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>• Be able to greet each other</li> <li>• Be able to give questions and answers</li> <li>• Be able to express likes and dislikes</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment:</b> To encourage students in their continuing endeavor of language skills <b>Equipment needed:</b> Text DVD CD overhead projector <b>Teacher Resources:</b> Text Workbooks Resource Books <b>Benchmark Assessments:</b> listening, speaking, reading assessments <b>Alternative Assessments:</b> creative cultural projects, group presentations,	

<b>Formative Assessments:</b> quizzes, student responses, compositions	
<b>Lesson Plans</b>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1	5 days
Lesson 2	5 days
Lesson 3	5 days
Lesson 4	5 days
Lesson 5	5 days
Lesson 6	5 days
<b>Teacher Notes:</b>	
<b>Curriculum Development Resources</b> Discovering French Nouveau Blanc	


Unit Overview	
<b>Content Area:</b>	French 2
<b>Unit Title:</b>	Unit 2 – The Weekend
<b>Target Course/Grade Level:</b>	French 2/Grade 9
<b>Unit Summary:</b> In this unit, students will describe weekend activities, learn about leisure activities and be introduced to the passé compose.	
<b>Primary interdisciplinary connections:</b> English	
<b>21<sup>st</sup> century themes:</b> Global awareness and economic and civic literacy.	
<b>Unit Rationale:</b> Students will further their language ability. They will be able to speak in the past tense and describe their own interests.	
Learning Targets	
<b>Standards 7.1 – World Languages:</b> 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	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, <a href="#">culturally authentic materials</a> found in <a href="#">electronic information</a> and other sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural <a href="#">practices</a> ) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, <a href="#">culturally authentic materials</a> found in <a href="#">electronic information</a> and other sources related to targeted themes.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
<b>Content Statements: Interpersonal Mode- Proficiency Level Intermediate Mid</b>	

7.1.IM.B.1	Use <a href="#">digital tools</a> to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

**Content Statements: Presentational Mode- Proficiency Level Intermediate Mid**

7.1.IM.C.1	Synthesize information related to the cultural <a href="#">products</a> , cultural <a href="#">practices</a> , and cultural <a href="#">perspectives</a> associated with targeted culture(s) to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared <a href="#">virtually</a> with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate <a href="#">culturally authentic materials</a> .
7.1.IM.C.5	Compare cultural <a href="#">perspectives</a> of the target culture(s) with those of one's own culture as evidenced through their cultural <a href="#">products</a> and cultural <a href="#">practices</a> .

**Unit Essential Questions**

- How does one express leisure activities in French?
- How does one discuss in the past?

**Unit Enduring Understandings**

- Learning one of the past tenses in French advances the students' ability in the language.

**Unit Learning Targets**

*Students will ...*

- Be able to converse in the past
- Be able to describe the countryside

**Evidence of Learning**

**Summative Assessment:**

To continue to present material that enhances the students' ability in the language and in the skill Areas.

**Equipment needed:** Text DVD CD overhead projector

**Teacher Resources:** Text Workbooks Resource Books

**Benchmark Assessments:** listening, speaking, reading assessments

**Alternative Assessments:** creative cultural projects, group presentations,

**Formative Assessments**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Vocabulary tests</li> <li>• Grammar tests</li> <li>• Listening tests</li> <li>• Writing assessments</li> </ul> | <ul style="list-style-type: none"> <li>• Skits</li> <li>• Presentations</li> <li>• Homework/Workbook</li> </ul> |
|---|---|

**Lesson Plans**

Lesson	Timeframe
Lesson 7	5 days
Lesson 8	5 days

Lesson 9	5 days
Lesson 10	5 days
Lesson 11	5 days
Lesson 12	5 days
<b>Teacher Notes:</b>	
<b>Curriculum Development Resources</b> Discovering French Nouveau Blanc	

Unit Overview	
<b>Content Area:</b>	French 2
<b>Unit Title:</b>	Unit 3 – Bon Appetit
<b>Target Course/Grade Level:</b>	French 2/Grade 9
<b>Unit Summary:</b> In this unit, students will receive additional food and beverage vocabulary. They will learn where the French shop and what foods are typically served.	
<b>Primary interdisciplinary connections:</b> English	
<b>21<sup>st</sup> century themes:</b> Global awareness and economic and civic literacy.	
<b>Unit Rationale:</b>	
Learning Targets	
<b>Standards 7.1 – World Languages:</b> 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	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, <a href="#">culturally authentic materials</a> found in <a href="#">electronic information</a> and other sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural <a href="#">practices</a> ) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, <a href="#">culturally authentic materials</a> found in <a href="#">electronic information</a> and other sources related to targeted themes.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.		
<b>Content Statements: Interpersonal Mode- Proficiency Level Intermediate Mid</b>			
7.1.IM.B.1	Use <a href="#">digital tools</a> to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.		
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.		
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.		
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.		
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.		
<b>Content Statements: Presentational Mode- Proficiency Level Intermediate Mid</b>			
7.1.IM.C.1	Synthesize information related to the cultural <a href="#">products</a> , cultural <a href="#">practices</a> , and cultural <a href="#">perspectives</a> associated with targeted culture(s) to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared <a href="#">virtually</a> with a target language audience.		
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.		
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.		
7.1.IM.C.4	Synthesize information found in age- and level-appropriate <a href="#">culturally authentic materials</a> .		
7.1.IM.C.5	Compare cultural <a href="#">perspectives</a> of the target culture(s) with those of one's own culture as evidenced through their cultural <a href="#">products</a> and cultural <a href="#">practices</a> .		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How are certain foods and beverages expressed in French?</li> <li>• What are cultural cuisine differences?</li> <li>• How does one order food in French?</li> </ul> </td> <td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• To continue to learn how to express oneself in the target language</li> <li>• To learn cultural differences enhances students' knowledge</li> </ul> </td> </tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How are certain foods and beverages expressed in French?</li> <li>• What are cultural cuisine differences?</li> <li>• How does one order food in French?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• To continue to learn how to express oneself in the target language</li> <li>• To learn cultural differences enhances students' knowledge</li> </ul>
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How are certain foods and beverages expressed in French?</li> <li>• What are cultural cuisine differences?</li> <li>• How does one order food in French?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• To continue to learn how to express oneself in the target language</li> <li>• To learn cultural differences enhances students' knowledge</li> </ul>		
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>• Be able to talk about their favorite foods and beverages</li> <li>• Be able to order in a French restaurant</li> <li>• Be able to express what one can ,wants, and must do</li> </ul>			
<b>Evidence of Learning</b>			
<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>• To encourage students in their continuing endeavor of language skills</li> <li>• To present material including cultural items that will augment the students' abilities</li> </ul> <b>Equipment needed:</b> Text DVD CD overhead projector <b>Teacher Resources:</b> Text Workbooks Resource Books <b>Benchmark Assessments:</b> listening, speaking, reading assessments <b>Alternative Assessments:</b> creative cultural projects, group presentations,			

<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>• Vocabulary tests</li> <li>• Grammar tests</li> <li>• Listening tests</li> </ul>	<ul style="list-style-type: none"> <li>• Skits Presentations</li> <li>• Homework Workbook</li> </ul>

Lesson Plans	
Lesson	Timeframe
Lesson 13	10 days
Lesson 14	10 days
Lesson 15	10 days
Lesson 16	10 days
Lesson 17	10 days
Lesson 18	10 days
<b>Teacher Notes:</b>	
<b>Curriculum Development Resources</b> Discovering French Nouveau Blanc	

Unit Overview	
<b>Content Area:</b>	French 2
<b>Unit Title:</b>	Unit 4 – Leisure Time Activities
<b>Target Course/Grade Level:</b>	French 2/Grade 9
<b>Unit Summary:</b> In this unit, students will learn where young French people go in their free time and what types of leisure activities they prefer.	
<b>Primary interdisciplinary connections:</b> English	
<b>21<sup>st</sup> century themes:</b> Global awareness and economic and civic literacy.	
<b>Unit Rationale:</b> Students will learn to discuss various forms of entertainment and to accept and refuse invitations.	
Learning Targets	
<b>Standards 7.1 – World Languages:</b> 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	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, <a href="#">culturally authentic materials</a> found in <a href="#">electronic information</a> and other sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural <a href="#">practices</a> ) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some



	unfamiliar topics.
7.1.IM.A.6	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, <a href="#">culturally authentic materials</a> found in <a href="#">electronic information</a> and other sources related to targeted themes.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
<b>Content Statements: Interpersonal Mode- Proficiency Level Intermediate Mid</b>	
7.1.IM.B.1	Use <a href="#">digital tools</a> to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
<b>Content Statements: Presentational Mode- Proficiency Level Intermediate Mid</b>	
7.1.IM.C.1	Synthesize information related to the cultural <a href="#">products</a> , cultural <a href="#">practices</a> , and cultural <a href="#">perspectives</a> associated with targeted culture(s) to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared <a href="#">virtually</a> with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate <a href="#">culturally authentic materials</a> .
7.1.IM.C.5	Compare cultural <a href="#">perspectives</a> of the target culture(s) with those of one's own culture as evidenced through their cultural <a href="#">products</a> and cultural <a href="#">practices</a> .
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• How does one accept and refuse invitations in French?</li> <li>• How does one express different movie genres?</li> <li>• How does one express different movie genres in French?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will continue to enhance their language abilities by learning cultural differences and similarities.</li> </ul>
<b>Unit Learning Targets</b>	
<i>Students will ...</i>	
<ul style="list-style-type: none"> <li>• Be able to talk about their favorite actors</li> <li>• Be able to talk about different movie genres</li> <li>• Be able to talk about their relationships with other people</li> <li>• Be able to accept and refuse invitations</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment:</b>	
To continue to present material that will enhance the students' abilities in the target language.	
<b>Equipment needed:</b> Text Computer DVD CD overhead projector	
<b>Teacher Resources:</b> Text Workbooks Resource Books	

**Benchmark Assessments:** listening, speaking, reading assessments  
**Alternative Assessments:** creative cultural projects, group presentations,

**Formative Assessments**

- Vocabulary tests
- Grammar tests
- Writing assessments
- Skits
- Presentations
- Homework
- Workbook

**Lesson Plans**

Lesson	Timeframe
Lesson 19	10 days
Lesson 20	10 days
Lesson 21	10 days
Lesson 22	10 days
Lesson 23	10 days
Lesson 24	10 days

**Teacher Notes:**

**Curriculum Development Resources**

Discovering French Nouveau Blanc

<b>Content Area Unit Name</b>	World Language
<b>Interdisciplinary Connections</b>	Mathematics, Technology, and English Arts, Science
<b>Core Instructional Materials including digital tools</b>	Textbooks, Classroom Resources, Digital Tools
<b>21<sup>st</sup> Century Themes and Skills</b>	<p>For information related to the 12 Career Ready Practices follow the links below:</p> <p><a href="http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf">http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</a></p> <p>Personal Financial Literacy 9.1 <a href="http://www.state.nj.us/education/cccs/2014/career/91.pdf">http://www.state.nj.us/education/cccs/2014/career/91.pdf</a></p> <p>Career Awareness, Exploration, and Preparation 9.2 <a href="http://www.state.nj.us/education/cccs/2014/career/92.pdf">http://www.state.nj.us/education/cccs/2014/career/92.pdf</a></p> <p>Career and Technical Education 9.3 <a href="http://www.state.nj.us/education/cccs/2014/career/93.pdf">http://www.state.nj.us/education/cccs/2014/career/93.pdf</a></p>
<b>8.1 Educational Technology</b>  <b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</b>	<p>K-2: Navigate provided URL'S, Use basic word processing to create and illustrate a simple story, Work collaboratively with peers on project, Use digital tools to explore an issue and design solution for a problem, Identify how technology improves life, Use digital tools to design an approach to solving problems.</p> <p>3-5: Peers collaborate to produce text about current events; Understand the consequences for inappropriate use of technology and social media, Apply engineering designs to data collection and solutions, Understand how technology evolves based on need and cultural influences.</p> <p>6-8: Select appropriate technology and applications to create publication on global topic, Use technology and social media responsibly, Employ a wide range of digital resources to collect data and form solutions, Identify the forces that come into play for further development of technology; apply engineering design process to real world problems.</p> <p>9-12: Create and edit multi-page document for public presentation.</p>

## **Considerations for classified students:**

### Classroom Instruction:

- All instruction for classified students will be guided by the students' Individualized Education Plan (IEP).
- Regular education teachers will be responsible for differentiating instruction for classified students based on the instructional modifications listed in the IEP.
- In the case of General Education - Supported Instruction (GE-SI) Classes, the special education teacher will be responsible for support in modifying the curriculum for the students, informing the class room teacher of the modifications, and directing instructional aide(s) to provide support accordingly.
- Grading will be done collaboratively by the regular and special education teachers.

### Modifications:

- Modifications include but are not limited to:  
Extra time for assignments, modified classwork/homework assignments based on disability, preferential seating, study guides, copies of class notes, assistive technology and rewording/repeating or clarifying directions.

### In-class Assessments:

- All assessments are to be in line with students' IEPs. In-class support teachers should modify tests for classified students. Tests may be given in the regular education classroom or completed with the inclusion teacher in another location with additional time. Students may be tested separately according to the IEP.
- Assessment grades may be modified based on a student's disability and in accordance with their IEP.

## **Considerations for English Language Learners (ELLs):**

### Classroom Instruction:

- Instruction for ESL students will be guided by their WIDA English Language Proficiency level. Teachers should receive this level from the ESL teacher assigned to the building.
- General education teachers will be responsible for differentiating instruction for ELLs with the assistance of the ESL teacher that promotes language, literacy and content learning.
- Sheltered Instruction Observation Protocol (SIOP)  
<http://siop.pearson.com/about-siop/>

The following 8 components provide all teachers with lesson planning and instructional strategies that support language and learning goals for all students. This approach to teaching aligns with preparing students with college and career ready skills.

The SIOP Model components:

1. [Lesson Preparation](#)
2. Building Background
3. [Comprehensible Input](#)
4. [Strategies](#)

5. [Interaction](#)
  6. [Practice and Application](#)
  7. [Lesson Delivery](#)
  8. [Review and Assessment](#)
- In the case of Content-Based ESL (CBE), the ESL teacher and the general education teacher will be responsible for identifying language objectives and additional instructional strategies that improve proficiency in English and academic success of ELLs. Instructional strategies and the necessary scaffolds to promote student learning will be shared with the general education teacher for daily lessons that are aligned to District Curricula, CCSS, and WIDA Standards. The general Education teacher and ESL teacher will be co-teachers for a pre-determined amount of classroom instruction.
  - Grading will be done collaboratively by the regular and ESL teachers.

Modifications: The following are possible modifications but are not limited to this list –

- Direct instruction, small group or pullout, about the contrasting letter sound correspondences, syllabication patterns and morphology in English supported with connections to their native language, native language text and/or resources, graphic organizers, visuals, sentence starters/ sentence frames, cloze activities, modeling, working with a partner, timeline and phrase wall and adapted text (in English) or specific sections of the original text, highlighted/bold-faced words within text.
- Draw pictures instead of writing/speaking.
- Match drawings with new vocabulary that might correspond.
- Work in small group or pairs with their English Only (EOs) peers for authentic content language talk and grade level modeling.
- Write simple sentences instead of complex sentences that demonstrates an understanding of academic language particular to specific content.
- Match simple sentences with new vocabulary that might apply to edit sentences.
- Have students provide examples/explanations of main idea in simple sentences. Revisions show an attempt to improve Language Control by embedding academic content vocabulary and Linguistic Complexity by expanding and varying sentence structures and using correct punctuation.
- Draw pictures instead of writing/speaking about seasonal changes. Match drawings with new vocabulary (adjective word wall, content word walls) that might correspond.
- Provide multiple opportunities for authentic speech acts to practice language skills and develop English fluency.
- Total Physical Response (TPR) to model critical thinking skills like analyze and synthesize.
- Study Guides

In Class Assessments:

- All formative and summative assessments will include modifications that support student's English Proficiency level. ESL teachers will collaborate with regular education teachers to provide appropriate differentiation for assessing ELLs.

### **Considerations for At Risk Students:**

- At Risk students are identified by the I&RS committee in each school. The committee works to understand the reasons behind the student's low performance level in school and to create and implement a plan that is carried out by a variety of staff members in the building.
- Teachers with At Risk students are notified by the I&RS committee and provided with a copy of the plan and a timeframe for assessing the growth of the student. There are academic as well as behavioral goals that are listed for the students with recommended strategies unique to each individual.
- Classroom teachers are to follow the plan using instructional strategies that will help the student improve his/her performance while applying appropriate behavioral strategies consistent with the needs of the student.
- Teachers will report student progress to the I&RS committee within the specified timeframe for the plan.

#### Classroom instruction:

- Teachers will use differentiated instruction for At Risk students as they do for all students in their class. The strategies would be guided by the I&RS plan and be consistent with the student's ability and learning modality.

#### Modifications:

- Clarify all assignments and place specific timeframes for completion. Provide student with opportunity for one on one time for clarification.
- Set clear expectations for all assignments, in and outside of class. Keep expectations within the framework of the I&RS plan.
- Use positive reinforcement for all successes. Hold student to defined consequences for not completing work.
- Provide time outside the normal class time for completion of work. Not completing assignments is unacceptable, all assignments will be completed.

#### In Class Assessments:

- At Risk students should receive any modifications listed in their I&RS plan.
- If necessary, students should be provided with extended time to complete assessments.

### **Considerations for Gifted Students:**

- Teachers will use differentiated instruction for Gifted Students as they do for all students in their class.
- Assignments and assessments can be planned and implemented with input from the student.
- Gifted students will be provided with the opportunity to demonstrate their knowledge through a variety of platforms.
- Teachers will have the latitude to provide assignments with the individual student's ability in mind.

