



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: French, Grade 6

Department: World Language

Board Approval	Supervisor	Notes
September 2012	Steve Sarles	Born Date
June 2016	Chris Wilson	Revisions
December 2017	Chris Wilson	Revisions
March 2019	John Bosmans	Review

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Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Review (Greetings, Introductions, calendar, time, numbers etc.)	11	Actions & -er verb
2	Review (Greetings, Introductions, calendar, time, numbers etc.)	12	Family & Relationships
3	Review (Greetings, Introductions, calendar, time, numbers etc.)	13	Family & Relationships
4	Review: Talk @ Self & others/singular	14	Family & Relationships
5	Review: Talk @ Self & others/singular	15	Family & Relationships
6	Review : School Life/plural	16	Family & Relationships
7	Review : School Life/plural	17	Family & Relationships
8	Actions & -er verbs	18	Culture/Food
9	Actions & -er verb	19	Culture/Food
10	Actions & -er verb	20	Culture/Food

Core Instructional & Supplemental Materials including various levels of Texts	
<i>Bon Voyage</i> Textbook/Workbook, <i>Bon Voyage</i> listening CD, Quizlet, Kahoot, Google Classroom, Google Suite, <i>French is Fun</i> workbook.	

Time Frame	Weeks 1-3
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Topic

Review: Greetings, Introductions, Classroom Commands & Expressions, Numbers 0-39, Expressions of Courtesy, Calendar, Weather

Essential Questions

- How do I greet people in the morning, in the afternoon, in the evening?
- How do I say goodbye? See you later, see you soon?
- What are the customs associated with greetings?
- What titles do I use to greet older people?
- What polite expressions do I use to ask to use the restrooms, the nurse, the locker etc..?
- How do I respond to classroom commands such as open books, close books, raise your hand, listen, respond etc...?
- How do I count to 39?
- How do I list the days of the week, months of the year?
- How do I describe basic weather expressions?
- What are some basic classroom expressions?
- How do I tell time to the ¼ hr, ½ hr, and hour?
- What is military time and how/where is it used in France?

Enduring Understandings

- In today's multicultural society there are several languages used to communicate in the global community.
- The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.
- Self-reflection is an important part of creating growth in language acquisition.
- Understanding other cultures creates cultural sensitivity and acceptance.
- Interpreting spoken and written language is essential to good communication and building rapport
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives

Alignment to Standards

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NJSLS- [7.1.NM.A.1 -5](#); [7.1.NM.B.1-5](#); [7.1.NM.C.1-5](#)

Learning Activities & Key Concepts and Skills

Communication

1. Students will greet others
2. Say goodbye
3. Classroom Expressions
4. Count 0-39
5. List/Label days of the week and months of the year
6. Describe basic weather expressions
7. Tell time to the $\frac{1}{4}$, $\frac{1}{2}$ and hour
8. Convert to and from military time

Grammar

1. Use of “yous” with an adult

Culture

1. Music
2. Increase in cultural sensitivity

- Audio activities : situational dialogues, Google Voice assignments
- Comprehension activities
- Picture sequences
- Flashcards to learn vocabulary
- Reading activities
- Cooperative activities
- Listening activities to reinforce pronunciation and diction
- Practice exercises in textbook and workbook
- Greet and say goodbye
- Use of basic expressions of courtesy such as please and thank you
- Count 0- 39
- Express the days of the week and months
- Speak about some basic weather expressions
- Utilize the definite articles and indefinite articles in conjunction with nouns
- Discuss uses & convert to & from military time

Assessments

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Formative:

- Cooperative Learning Groups
- Homework Review
- Class notes & Discussion
- Google Voice
- Daily Oral participation
- Oral and Written Assessments
- Dialogues in the target language
- Teacher observation
- Class notes
-

Summative:

- Oral and Written Unit Assessment-Perform dialogues to include greetings, salutations, expressions of politeness, classroom expectations and commands.

Benchmark:

- Skills (Speaking/Writing)/Culture Assessment

Alternative:

Career Education

21st Century Skills

Interdisciplinary Connections

English Language Arts- SL.6.1.Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly in the target language.

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Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
 - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
 - Students will use Google voice to demonstrate oral proficiency.

Time Frame	4-5
Topic	
Review: Talk at Self & others/singular	
Essential Questions	
<ul style="list-style-type: none"> ● How do I describe myself, people and things? ● How do I ask and tell where someone is from? ● How do I ask and tell who someone is? ● How do I talk about students from France and Martinique? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● In today's multicultural society there are several languages used to communicate in the global community. ● The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society. 	

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- Self-reflection is an important part of creating growth in language acquisition.
- Understanding other cultures creates cultural sensitivity and acceptance.
- Interpreting spoken and written language is essential to good communication and building rapport
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives

Alignment to Standards

NJSLS- [7.1.NM.A.1 -5](#); [7.1.NM.B.1-5](#); [7.1.NM.C.1-3](#)

Learning Activities & Key Concepts and Skills

Communication

1. Students will understand and communicate at the word level independently
2. Describe themselves
3. Ask and state where someone is from
4. Classroom expectations
5. Count 39-69

Grammar

1. Use este in the singular

Culture

1. Identify and describe famous people from the target language
2. Culturally rich readings

- Audio activities: situational dialogues
- Comprehension activities
- T-chart pros and cons of bilingualism
- Picture prompt activities
- Visual organizers
- Create a group target language bulletin board
- Reading activities (sequencing and paraphrasing)
- Oral activities: opinions on language acquisition
- Cooperative learning activities
- Listening activities to reinforce pronunciation and diction
- Practice exercises in workbook
- Count 39-69 in the target language

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Assessments

Formative:

- Cooperative Learning Groups
- Homework Review
- Class notes & Discussion
- Google Voice
- Daily Oral participation
- Oral and Written Assessments
- Teacher observation

Summative:

- Oral and Written Unit Assessment

Benchmark:

-

Alternative:

-

Career Education

21st Century Skills

Interdisciplinary Connections

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Technology Integration

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 - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
 - Students will use Google voice to demonstrate oral proficiency of the target language.

Time Frame	Weeks 6-7
Topic	
Review : School Life/plural	
Essential Questions	
<ul style="list-style-type: none">● How to describe and talk about school subject?● How to talk about in school and after school activities?● How to count 70-100● How to speak to people formally and informally?● How to talk about French-speaking people in the United States?	
Enduring Understandings	
<ul style="list-style-type: none">● In today's multicultural society there are several languages used to communicate in the global community.	

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- The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.
- Self-reflection is an important part of creating growth in language acquisition.
- Understanding other cultures creates cultural sensitivity and acceptance.
- Interpreting spoken and written language is essential to good communication and building rapport
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

Alignment to Standards

NJSLS- [7.1.NM.A.1 -5](#); [7.1.NM.B.1-5](#); [7.1.NM.C.1-3](#)

Learning Activities & Key Concepts and Skills

Communication

1. Students will understand and communicate at the word level independently to talk about school courses.
2. Discuss activities in school and out of school.
3. Count to 100
4. To speak formally and informally

Grammar

1. Form appropriate syntax
2. Use the appropriate form of definite and indefinite articles and adjectives in the plural to describe people and things.
3. Use the appropriate form of you (tu vs yous)

Culture

1. Increase cultural sensitivity
2. Comparison of after school life of teens in different parts of the United States

- Audio activities-Listening to time
- How to tell time and ask others for the time
- Picture prompt
- Picture sequences
- Flashcards to learn new vocabulary
- Reading activities (sequencing and paraphrasing)
- Cooperative activities

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- Listening activities to reinforce pronunciation and diction
- Practice exercises in textbook and workbook
- Count to 100
- Speak formally and informally
- Flipgrid to create audio dialogues with peers

Assessments

Formative:

- Homework Review
- Google Voice
- Daily Oral participation
- Oral and Written Assessments
- Dialogues in the target language
- Teacher observation
- Do Now Activity
- Exit Ticket

Summative:

- Oral and Written Unit Assessment

Benchmark:

-

Alternative:

- Students will use flipgrid to create videos in the target language to collaborate with their peers.

Career Education

CRP4-Students will communicate clearly and effectively with reason to create presentations using flipgrid to collaborate with their peers.

21st Century Skills

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Interdisciplinary Connections
Technology Integration
<ul style="list-style-type: none">● 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge<ul style="list-style-type: none">○ Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.○ Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge..○ Students will use Kahoot to review key vocabulary concepts presented in the target language.○ Students will use Google voice to demonstrate oral proficiency of the target language.

Time Frame	Weeks 8-11
Topic	
Actions & -er verbs	
Essential Questions	
<ul style="list-style-type: none">● What supplies do I need for school?● What subjects do I like or dislike in school?	

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- How do I talk about what I do in school?
- How do I talk about what I and others do in school and after school?
- How to talk about what I don't do?
- How to talk about what I and others like to do?
- How I discuss schools in France?

Enduring Understandings

- In today's multicultural society there are several languages used to communicate in the global community.
- The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.
- Self-reflection is an important part of creating growth in language acquisition.
- Understanding other cultures creates cultural sensitivity and acceptance.
- Interpreting spoken and written language is essential to good communication and building rapport
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

Alignment to Standards

NJSLS- [7.1.NM.A.1 -5](#); [7.1.NM.B.1-5](#); [7.1.NM.C.1-5](#)

Learning Activities & Key Concepts and Skills

Communication

1. Students will understand and communicate at the word level independently to obtain and provide information about their courses
2. To talk about oneself and others
3. To talk about school and after school activities
4. To talk about the differences between US and France's schools
5. To count 100-1000

Grammar

1. Form appropriate syntax
2. Use appropriate form of the definite and indefinite articles and adjectives to describe

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people and things.

3. Use of the present tense of the regular verbs to communicate in various situations
4. Use of the verb + the infinitive to discuss likes and dislikes.

Culture

1. Comparison of a American school day and a French school day.
- Audio activities-Music
 - Picture prompt
 - Writing activities
 - Oral activities-Compare and contrast cultural differences of schools
 - Pen pal with students from French classrooms
 - Count to 1,000

Assessments

Formative:

- Homework Review
- Google Voice
- Daily Oral participation
- Oral and Written Assessments
- Dialogues in the target language
- Teacher observation
- Quizlet
- Kahoot
- Do Now Activity

Summative:

- Oral and Written Unit Assessment

Benchmark:

-

Alternative:

- Pen Pal letters with students from France to discuss differences in culture and school.

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Career Education

CRP4-Students will communicate clearly and effectively with reason with their pen pals from France to discuss the differences in school and culture.

21st Century Skills

9.1.8.A.4-Students will research school and professions in France and other French speaking countries to compare to jobs that can be earned with a HS degree vs. a college degree in both countries.

Interdisciplinary Connections

Social Studies- 6.3.8.A.3- Students will connect and collaborate with students in France via pen pal letters to discuss the differences in school and culture.

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge..
 - Students will use Kahoot to review key vocabulary concepts presented in the target language.
 - Students will use Google voice to demonstrate oral proficiency of the target language.
 - Students will use Google slides to synthesize and present information.

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Time Frame	Weeks 12-17
Topic	
Family & Relationships	
Essential Questions	
<ul style="list-style-type: none">● How do I describe and talk about members of my family● How do I describe and talk about my home and my neighborhood?● How do I talk about the rooms of the house/ apartment?● How do I tell my age and ask someone's age?● How do I tell what belongs to me and others?● How do I describe more people and things?● How do I talk about pets?● How do I talk about families and homes in French speaking countries?	
Enduring Understandings	
<ul style="list-style-type: none">● In today's multicultural society there are several languages used to communicate in the global community.● The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.● Self-reflection is an important part of creating growth in language acquisition. Understanding other cultures creates cultural sensitivity and acceptance.● Interpreting spoken and written language is essential to good communication and building rapport● Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.	
Alignment to Standards	
NJSLs- 7.1.NM.A.1 -5 ; 7.1.NM.B.1-5 ; 7.1.NM.C.1-3	

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Learning Activities & Key Concepts and Skills

Communication

1. Talk about themselves and others
2. Talk about family members and other relationships
3. Talk about one's home and neighborhood
4. Tell one's age and ask someone's age
5. Talk about what belongs to someone or oneself
6. To describe more people and things
7. Talk about family homes in French speaking countries

Grammar

1. Form syntax
2. Use appropriate forms of the verb avoir (to have) in the present form to express possession
3. Use of appropriate possessive adjectives
4. Use of irregular adjectives describing more people and things

Culture

1. Comparison between French homes and American Homes
- Audio activities
 - Picture prompt
 - Writing activities
 - Oral activities-Compare and contrast cultural differences
 - Cooperative learning activities
 - Note taking
 - Apply new vocabulary regarding family, food, and the house/apartment
 - Understand the use of the verb "to have"
 - Understand and apply appropriate expressions of courtesy when dining
 - Recognize cognates and borrowed words
 - Describe my house/apartment
 - Describe my family

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Assessments

Formative:

- Homework Review
- Google Voice
- Daily Oral participation
- Oral and Written Assessments
- Dialogues in the target language
- Teacher observation
- Quizlet
- Kahoot
- Do Now Activity
- Exit Ticket

Summative:

- Family Tree Project

Benchmark:

-

Alternative:

- Family Tree Project- Students will create and present to their peers a family album in the form of a print or digital presentation.

Career Education

CRP4, CRP6-Students will communicate clearly and effectively with reason and demonstrate creativity when creating and presenting their family tree projects to their peers.

21st Century Skills

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Interdisciplinary Connections

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge..
 - Students will use Kahoot to review key vocabulary concepts presented in the target language.
 - Students will use Google voice to demonstrate oral proficiency of the target language.
 - Students will use Google Slides/Prezi to create and present family tree project.

Time Frame	18-20
Topic	
Culture/Food	
Essential Questions	
<ul style="list-style-type: none">● How do I order basic food and beverages at a café or restaurant?● How do I identify food items?	

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- How do I use expressions specific to ordering in a restaurant?
- How do I tell other what I am going to do?
- How do I tell what others are going to do?
- How do I give locations?
- How do tell what belongs to me and others?
- How do I describe
- How are eating habits customs in the US differ from eating customs in France and other francophone countries?

Enduring Understandings

- In today's multicultural society there are several languages used to communicate in the global community.
- The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.
- Self-reflection is an important part of creating growth in language acquisition. Understanding other cultures creates cultural sensitivity and acceptance.
- Interpreting spoken and written language is essential to good communication and building rapport
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

Alignment to Standards

NJSLS- [7.1.NM.A.1 -5](#); [7.1.NM.B.1-5](#); [7.1.NM.C.1-3](#)

Learning Activities & Key Concepts and Skills

Communication

1. Order basic food at beverage at a café or restaurant
2. Tell what you and others are going to do
3. Tell what you and others are going to go
4. Use the metric system to talk about measurements
5. Give locations
6. Tell what belongs to you and others

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7. Describe more activities
8. Comparing eating habits in the US and France and other French speaking countries

Grammar

1. Form syntax
2. Use the present tense of the irregular verb Aller (to go) to express where people go
3. Use the present tense of aller followed by the infinitive of another verb to indicate near future
4. Contractions of the prepositions a and de + the definite article to form the partitive
5. Use the present tense of prendre (to take)

Culture

1. Comparison of American eating customs and French eating customs.

- Audio activities: situational dialogues
- Comprehension activities
- Picture sequences
- Flashcards to learn new vocabulary
- Reading activities (sequencing and paraphrasing)
- Cooperative activities
- Listening activities to reinforce pronunciation and diction
- Practice exercises in textbook and workbook
- Utilize the verbs aller, and prendre
- Express the near future by using aller + infinitive of another verb
- Express unit of measurement using the metric system

Assessments

Formative:

- Google Voice
- Daily Oral participation
- Oral and Written Assessments
- Dialogues in the target language
- Teacher observation

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- Kahoot
- Do Now Activity
- Exit Ticket

Summative:

- Oral and Written Unit Assessment

Benchmark:

- Skills (Oral/Written) Final Benchmark/Culture Assessment

Alternative:

- Students will create and perform a skit using interpersonal skills to simulate a restaurant experience and ordering food.

Career Education

CRP6- Students will demonstrate creativity and innovation when creating their French restaurant skits.

21st Century Skills

Interdisciplinary Connections

VPA-1.2.5.A.1- Students will review cultural practices from around the globe involving the French language and discuss how these practices reflect the societal beliefs and values of nations where the language is used.

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and

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collaborate and to create and communicate knowledge

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge..
- Students will use Kahoot to review key vocabulary concepts presented in the target language.
- Students will use Google voice to demonstrate oral proficiency of the target language.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach

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- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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