

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

WORLD LANGUAGES

FRENCH 1

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Course Philosophy

Courses in world language and cultures should provide students ongoing and varied opportunities to develop their proficiency across a full range of contexts (themes) that reflect the richness of respective target languages and cultures. A theme-based curriculum allows students to demonstrate proficiencies along the language learning continuum rather than their mastery of targeted specific skills (grammar, vocabulary) typically taught as stand-alone units. As students explore topical essential questions they will develop needed background knowledge for the overarching themes. This knowledge will serve them when they revisit the themes in upper level courses. By developing a common framework from the beginning to end of the language learning sequence, incorporating enduring understandings and essential questions that are intentionally recycled, teachers can scaffold instruction from level to level based on skills and proficiencies in an embedded context. In this scaffolding approach, skills, proficiencies and contexts are NOT separate items but rather threads throughout the framework.

Course Description

French I students will engage in the study of the AP Themes: Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students will gain the skills and proficiencies necessary for effective communication in French enabling them to express themselves. Effective communication, cultural understanding and global awareness are the focus of this interdisciplinary course of study.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none">● Textbook● Teacher created worksheets/handouts● Authentic materials including short articles and video clips	<ul style="list-style-type: none">● Kahoot● Quizlet● Youtube videos

Integration of 21st Century Themes and Skills

Educational Technology
<p>Standards: (8.1.12.C.1, 8.1.12.F.1)</p> <ul style="list-style-type: none">● <u>Technology Communication and Collaboration: 8.1.12.C.1</u> Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. <u>Example:</u> Students can create solutions for the problems with fashion and the way it is perceived in the world today by working together in small groups and using the target language. They can create slogans and advertisements to bring attention to the problem and the possible solutions. They can post these advertisements on their social media or around the school.● <u>Technology Critical thinking, problem solving, and decision making: 8.1.12.F.1</u> Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs. <u>Example:</u> Students can research the issue and then create presentations to explain their opinions based on the research to their classmates. They can also discuss with each other pros and cons using basic, previously learned language.

Career Ready Practices

Standards: (CRP1, CRP2, CRP7)

CRP1. Act as a responsible and contributing citizen and employee Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Example: Students will show this through their interactions with other students in student-led activities such as jigsaw readings, debates, Socratic seminars, and small group discussions with their peers. They will act respectfully toward each other and know that what they say to each other can have an impact on group discussions. they will assign roles for group work and set expectations for each other in both small and big group projects.

CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

Example: Students will be able to apply the concepts that they learn at the beginning of the year such as vocabulary, sentence structure, pronunciation etc to be more productive students and make connections to the real world. They will be able to do this when they compare french food to american food and when they discuss fashion in both countries . They will be able to understand that they can use this knowledge later on in the real world and their knowledge of a second language can advance their careers in the future.

CRP7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Example: Students will use effective research strategies to find out new information about topics such as fashion, famous clothing designers, how to create a french menu and what is included in a menu, and famous french families and their similarities/differences with american famous families.

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Interdisciplinary Connections

NJSLSA.R7. (English) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Example: Students use multiple types of media including video clips, sound recordings, and short internet articles to evaluate daily life and culture of francophone countries such as food and fashion. They also use this media in their research and presentations.

Education technology 8.1.12.C.1L Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

Example: Students can create solutions for the problems with fashion and the way it is perceived in the world today by working together in small groups and using the target language. They can create slogans and advertisements to bring attention to the problem and the possible solutions. They can post these advertisements on their social media or around the school.

Scope, Sequence, Pacing and Assessment

French 1

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments			
			Formative	Summative	Common Benchmark Assessments (mid-course and end of course <u>only</u>)	Alternative Assessments (projects, etc. when appropriate)
Personal and Public Identities	-Students are in the process of discovering their own identities and they will be interested in describing their and others' personalities and themselves and others physically and emotionally. -Students will explore their identities in a cultural context seeing themselves through the lens of an American and in different cultural contexts. -Students will be able to create their own opinions regarding activities and food -The goal will be for teacher and student to learn together about themselves and others.	Sept-Dec	Quizzes Homework Written Assignments Mini Oral Presentations Observations Participatory Rubrics Role Play Dialogues Research Assignments Interviews Creating a book Timed chat (20 seconds)	Projects Oral presentations Orals Unit tests IPAs	IPA final exam	Projects oral assessments
Families and Communities	-Families and communities are influenced by cultural values and practices. -Global awareness requires that we embrace cultural differences and understand the advantages and disadvantages of globalization. -The goal will be for students to reflect on their role in a global society and understand how they can participate	Jan-March	Quizzes Homework Written Assignments Oral Presentations Observations Participatory Rubrics Role Play Dialogues	Projects Oral presentations Orals Unit tests IPAs	IPA final exam	Projects oral assessments

	with understanding and compassion.		Research Assignments Interviews Timed chat (20 seconds)			
Beauty and Aesthetics	-Beauty and creativity are defined by society as well as by individuals - Perceptions of beauty and creativity affect the products and practices of a culture. - The goal will be for students to explore the definition of creativity. Students will consider the lives and works of famous people who have contributed to their cultures and their heritage through the arts and other creative endeavors.	April-June	Quizzes Homework Written Assignments Oral Presentations Observations Participatory Rubrics Role Play Dialogues Research Assignments Interviews Timed chat (20 seconds)	Projects Oral presentations Orals Unit tests IPAs	IPA final exam	Projects oral assessments

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Unit # 1: Personal and Public Identities

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Communication: Students initiate and sustain simple conversations based on vocabulary about self, family, friends, likes and dislikes. ● Culture: It is important for students to make observations about themselves and understand relationships in different cultural contexts. ● Comparisons: Cultures can best be understood when compared with our own. ● Connections: Global connections are critical to cultural understanding 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Who are we and what is important to share about ourselves and others? ● How can we best communicate our preferences and personalities in a culturally appropriate way? ● What is a good way to start to understand people and food from other cultures? ● How can we understand ourselves better through others and their opinions and preferences?
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Interdisciplinary Connection

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Students use multiple types of media including video clips, sound recordings, and short internet articles to evaluate daily life and culture of francophone countries such as food and fashion. They also use this media in their research and presentations.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1	How can I describe myself and others? Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.	Describe yourself using adjectives and verb etre and ask others simple questions about themselves. Describe your likes and dislikes using the verb aimer and ask others about their preferences. Describe things you like to do using the infinitives of many verbs with aimer.	Class readings and discussion, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle talk	Verb sheets: infinitives -er, -ir, -re verbs Adjectives and adjective agreement Grammar Resources: Irregular verbs: etre aller, avoir Regular verb conjugations -er, -ir, re Tenses: present Current Text: Images Internet Magazines Newspapers Mini recordings practice worksheets: fill-in, crossword puzzle, scrambled words	Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to discussion questions Daily Homework In class assignments and presentations

7.1	How can I ask questions to learn about others?	Ask simple questions about themselves. Ask others what they like to do. Ask others about their preferences.	Class readings and discussion, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle talk	Tenses: present Current Text: Images Internet Magazines Newspapers Mini recordings practice worksheets: fill-in, crossword puzzle, scrambled words	Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to discussion questions Daily Homework In class assignments and presentations
7.2	How do other people live in French speaking countries?	Research and identify interesting facts about a famous French person. Compare this person with yourself.	Class readings and discussion, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle talk	Tenses: present Current Text: Images Internet Magazines Newspapers Mini recordings practice worksheets: fill-in, crossword puzzle, scrambled words Venn diagrams	Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to discussion questions Daily Homework In class assignments and presentations
7.1	Name and label tangible cultural products and imitate cultural practices from the target culture(s).	Learn about cultural french foods and ask/respond about opinions regarding french gastronomy Research/identify/discuss french meals and create own menus Compare/contrast traditional french food to traditional american food research french restaurants and how they work; create own menu and restaurant based on own research and preferences	Class readings and discussion, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle talk, individual and group presentations, menu presentations	Tenses: present Current Text: Images Internet Magazines Newspapers Mini recordings practice worksheets: fill-in, crossword puzzle, scrambled words Venn diagrams Film: Rartouille	Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to discussion questions Daily Homework In class assignments and presentations

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Unit #2: Families and Communities

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Communication: Students will engage in simple conversations about their family and community. Students will learn and use expressions of compassion and understanding when engaged in conversations expressing opinions. ● Cultural Comparisons and Connections: Students will understand differences in cultural practices such as education. Regional differences in the US and in francophone countries will be compared and discussed addressing stereotypes and ethnic diversity. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● What constitutes a family? ● How do family structures and values differ? ● How can family influence our opinions? ● What is a good way to express our opinion? ● What is an ideal education system for you? ● How do educational systems around the world differ and why? ● How do regional differences impact family and education? ● What is a stereotype? ● How do stereotypes influence our opinions and actions about and toward others?
<p>Interdisciplinary Connection</p>	
<p>NJSLS HPE 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. Students analyze their own identity and role in their family and community and how it is similar/different to others.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1	How can I describe a family?	<p style="text-align: center;">Describe family members</p> <p>Discuss with a partner memories from your childhood.</p> <p>Interview a family member and tell his/her story</p>	<p>Make a family tree (imaginary/real) using family member vocabulary</p> <p>descriptive adjectives for personality and physical appearance.</p> <p>Design a storyboard about a favorite childhood or family member's memory, an incident that happened and/or a typical day.</p> <p>Timed chat (20 seconds)</p> <p>Circle talk</p>	<p>Vocabulary sheets:</p> <p>family members body parts physical attributes (hair color etc)</p> <p>descriptive adjectives</p> <p>Grammar:: Present tense irregular Practice worksheets</p> <p>Internet Magazines</p> <p>Newspapers</p> <p>Mini recordings</p>	<p>Daily homework</p> <p>Pair round robin in-class presentations</p> <p>Quizzes on vocabulary and grammar points</p> <p>Worksheets</p> <p>Project rubric assessments</p> <p>Class participation</p> <p>Responses to discussion questions</p>

7.1 7.2	How was my childhood different from a child in a francophone country?	Research family life in a francophone country and Famous french families Define similarities and differences between you and your family and a child and her family from a French speaking country	RAFT to present information about different family structures and values Timed chat (20 seconds) Circle talk	Vocabulary sheets: family members body parts physical attributes (hair color etc) descriptive adjectives Grammar:: Present tense irregular Practice worksheets Venn diagrams Internet Magazines Newspapers Mini recordings Film: Le Petit Nicolas	Daily homework Pair round robin in-class presentations Quizzes on vocabulary and grammar points Worksheets Project rubric assessments Class participation Responses to discussion questions
7.1	How did/does my family influence my opinion about certain topics?	Choose from a list of topics and give your opinion. Identify the reasons for your opinion and who/what influenced this opinion.	Create an interview with a partner during which you express your opinion. Timed chat (20 seconds) Circle talk	Vocabulary sheets: family members body parts physical attributes (hair color etc) descriptive adjectives Grammar:: Present tense irregular Practice worksheets Internet Magazines Newspapers Mini recordings	Daily homework Pair round robin in-class presentations Quizzes on vocabulary and grammar points Worksheets Project rubric assessments Class participation Responses to discussion questions
7.1 7.2	What are stereotypes? How can they influence our perceptions and actions?	View actual photos of children around the world and explore the feelings generated by these images. Discuss possible stereotypes and possible misperceptions.	Research stereotypes and discuss issues related to stereotypes. Create a dialogue addressing stereotypes. Timed chat (20 seconds) Circle talk	Vocabulary sheets: stereotypes, descriptive adjectives Grammar:: Present tense irregular Practice worksheets Internet Magazines Newspapers Mini recordings	Daily homework Pair round robin in-class presentations Quizzes on vocabulary and grammar points Worksheets Project rubric assessments Class participation Responses to discussion questions

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Unit #3:Beauty and Aesthetics

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Communication: Students will engage in simple conversations about the definition of fashion and clothing. Students will learn and use expressions of comparison to communicate preferences, likes and dislikes. ● Cultural Comparisons and Connections: Students will consider the lives and works of famous people and what makes them stand out as individuals. Students will explore the importance of cultural topics (fashion,cultural events). 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● How do we define and express creativity? ● What do our artistic preferences tell us about ourselves? ● Who are some famous people in the arts and what is their place in history? ● Where can we, how do we and why should we explore the arts?
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Interdisciplinary Connection

NJSLS VPA 1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. Students examine what creativity and beauty look like in the arts and how this may be different from what they know of the arts in the US.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1	How do we identify creative expression? Do you know someone who you would consider creative? Why? How are you creative?	Identify 4 types of creative expression. Explore vocabulary related to identified topics. Use the vocabulary to describe someone who you consider creative. Describe how you express yourself creatively	Timed chat (20 seconds) Constructive reading task (assembling the story) Circle talk Presentations Group discussions Fly swatter practice games	Vocabulary sheets: expressions descriptive adjectives Grammar:: review of present tense regular and irregular and descriptive words Practice worksheets Internet Magazines Newspapers Mini recordings Movie: coco before chanel	Daily homework Pair round robin in-class presentations Quizzes on vocabulary and grammar points Worksheets Project rubric assessments Class participation Responses to discussion questions
7.1 7.2	What defines fashion? What are different types of clothing and how do they relate to different types of weather? What are your preferences?	Define and discuss the definition of fashion. identify and describe various types of clothing and relate them to the various seasons and types of weather. Describe what each other is wearing and state preferences.	Interviews with each other Weather and clothing scenarios Preference conversations and comparisons Circle talk	Vocabulary sheets: clothing vocab, weather review vocab, descriptive adjectives Internet Magazines Newspapers	Daily homework Pair round robin in-class presentations Quizzes on vocabulary and grammar points Worksheets

				Mini recordings	Project rubric assessments Class participation Responses to discussion questions
7.1 7.2	Do you know any famous French clothing designers?	Research famous french clothing designers and their styles. state your preferences regarding these styles. Compare and contrast each other's chosen clothing designers. create your own clothing catalog based on examples researched.	Timed chat (20 seconds) Circle talk Dialogue comparing designers Tour guide type presentations of catalogs	Descriptive adjectives Internet Magazines Newspapers Mini recordings Video clips Worksheets Venn diagrams	Daily homework Pair round robin in-class presentations Quizzes on vocabulary and grammar points Worksheets Project rubric assessments Class participation Responses to discussion questions
7.2	How does american fashion differ from French fashion? What is a French fashion week?	Research fashion week and compare/contrast it to the American version. how do french designers work differently? How are the styles similar/different?	Research tools to find information on fashion weeks Timed chat Circle talk	Descriptive adjectives Internet Magazines Newspapers Mini recordings Video clips Worksheets Venn diagrams	Daily homework Pair round robin in-class presentations Quizzes on vocabulary and grammar points Worksheets Project rubric assessments Class participation Responses to discussion questions

General Differentiated Instruction Strategies

<ul style="list-style-type: none"> ● Leveled texts ● Chunking texts ● Choice board ● Socratic Seminar ● Tiered Instruction ● Small group instruction ● Guided Reading ● Sentence starters/frames ● Writing scaffolds ● Tangible items/pictures ● Adjust length of assignment 	<ul style="list-style-type: none"> ● Repeat, reword directions ● Brain breaks and movement breaks ● Brief and concrete directions ● Checklists for tasks ● Graphic organizers ● Assistive technology (spell check, voice to type) ● Study guides ● Tiered learning stations ● Tiered questioning ● Data-driven student partnerships ● Extra time
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Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)

Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> ● Extra time for assigned tasks ● Adjust length of assignment ● Timeline with due dates for reports and projects ● Communication system between home and school ● Provide lecture notes/outline 	<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Reading partners 	<ul style="list-style-type: none"> ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Small group instruction ● Emphasize multi-sensory learning 	<ul style="list-style-type: none"> ● Teacher-made checklist ● Use visual graphic organizers ● Reference resources to promote independence ● Visual and verbal reminders ● Graphic organizers
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> ● Computer/whiteboard 	<ul style="list-style-type: none"> ● Extended time 	<ul style="list-style-type: none"> ● Consistent daily structured 	<ul style="list-style-type: none"> ● Individual daily planner

<ul style="list-style-type: none"> ● Tape recorder ● Spell-checker ● Audio-taped books 	<ul style="list-style-type: none"> ● Study guides ● Shortened tests ● Read directions aloud 	<ul style="list-style-type: none"> ● routine ● Simple and clear classroom rules ● Frequent feedback 	<ul style="list-style-type: none"> ● Display a written agenda ● Note-taking assistance ● Color code materials
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Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site [Http://www.wallwisher.com/wall/ell toolbox](http://www.wallwisher.com/wall/ell%20toolbox)
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12

education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>

- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Paccar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>