



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

Springfield Public Schools
Springfield, New Jersey 07081

Yearbook

Curriculum Guide

2024

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

Springfield Board of Education
Approved on July 29, 2024

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

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

Resolution: 28

Introduced By: Mrs. Saha

Seconded By: Mrs. Turnbull

Adopted: July 29, 2024

Curriculum Adoption

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

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

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

b. Middle School ELA Elective Courses

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

c. High School ELA Elective Courses

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

d. ESL (K-12)

- Elementary ESL
- Middle/High School ESL

e. Middle and High School World Language Curriculum

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

f. Florence M Gaudineer Program of Studies

Michelle Calas, School Business Administrator/Board Secretary

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

(continued)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 29, 2024 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

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

SEAL



Michelle Calas
School Business Administrator/ Board Secretary



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**Springfield Public Schools
Springfield, New Jersey**

**Dr. Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

Dr. Norman Francis- Principal

Candice Schiano- Supervisor of Humanities

Karyn Chomko- Teacher



Unit Overview Template

Content Area: Yearbook **Grade Level:** 12 **Unit Title:** UNIT 1: Responsible Journalism: Law and Ethics in Journalism & Journalistic Writing/ Peer Interview/Article

Unit Summary: This unit will focus on student press rights and reporting news accurately, responsibly, and thoroughly.

Primary Interdisciplinary Connections: Social Studies, Fine and Practical Arts

21st Century Themes *X* Creativity and Innovation *X* Critical Thinking and Problem Solving *X* ICT Literacy
X Information Literacy *X* Life and Career Skills *X* Communication and Collaboration *X* Media Literacy

Unit Rationale: By the conclusion of this course, students will be familiar with publication law and develop an understanding of the fundamentals of layout, design, and journalistic writing in conjunction with the production of the yearbook. Students will also brainstorm and develop a theme for the yearbook and then plot out a ladder diagram indicating which topics will be covered on what pages. Students will use MSWord to develop and edit subject-specific articles and then log on to the Yearbookavenue.com website to design pages, upload photos and articles, develop captions for photos, create headlines, and incorporate theme or topic-specific graphics to correspond to the theme and to each topic page.

Career Readiness (Standard 9):

TECH.9.4.12.CI.1 - Creativity and Innovation - Demonstrate the ability to reflect, analyze, and use creative skills and ideas
 TECH.9.4.12.CI.2 - Creativity and Innovation - Identify career pathways that highlight personal talents, skills, and abilities
 TECH.9.4.12.CT.1- Critical Thinking and Problem-solving -Identify problem-solving strategies used in the development of an innovative product or practice
 TECH.9.4.12.DC.1 - Digital Citizenship - Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content

Learning Targets

Standards: NJSLS-ELA

Content Statements:

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
 (WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
 (WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
 (SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.



CPI#:	Cumulative Progress Indicator (CPI):
W.IW.11–12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.SE.11–12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
W.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
Unit Essential Questions: • Why are journalists important to society? • Why is freedom of speech/the press important? • How does one define news? • What does it mean for something to be “newsworthy”? • How does journalistic writing differ from other forms of writing? • What rules of design must be adhered to for a yearbook publication?	
Unit Enduring Understandings: • Journalists must be responsible with regard to press rights when writing. • Journalism can be conveyed through both the written word and through images. • When creating a publication, specifically a yearbook, it is essential to reflect the experiences of a wide range of individuals and interests.	
Unit Learning Targets: Students will define the function of an independent press in a free society. Students will also become familiar with publication law and develop an understanding of the fundamentals of layout, design, and journalistic writing in conjunction with the production of the yearbook.	



Evidence of Learning

Summative Assessment:	Craftily construct and publish a well-written journalistic article based on a peer interview geared towards a school-related topic.
Equipment Needed:	laptops, Jostens online yearbook program (yearbookavenue.com) for publishing, MSWord or Google Doc
Teacher Resources:	laptops, Jostens online yearbook program (yearbookavenue.com) for publishing, MSWord overhead projector, the following texts: Dalke, John, Linda Kennedy and Gary Lundgren. <i>1,2,3 Student Yearbook Guide</i> . Jostens, Inc., USA, 2004. Jostens. <i>Taking Issue: A Student Guide to Publications Law</i> . Jostens, Inc., USA, 1993.
Formative Assessments: ● Article/caption writing ● Proofreading and editing ● Fundraising/ad sales ● Participation	



Lesson Plans

Lesson	Time Frame
Lesson 1 Student Press Rights and Responsibilities	3 class periods
Lesson 2 Libel, Invasion of Privacy, and Obscenity	3 class periods
Lesson 3 Basic Principles of Journalistic Writing	11 class periods

Teacher Notes:

Teachers can interject lessons with samples of journalistic writing obtained from the Internet to serve as examples.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Jostens online yearbook program (yearbookavenue.com) for publishing

Dalke, John, Linda Kennedy, and Gary Lundgren. *1,2,3 Student Yearbook Guide*. Jostens, Inc., USA, 2004.

Jostens. *Taking Issue: A Student Guide to Publications Law*. Jostens, Inc., USA, 1993.

Kurtzman, Lori. "Hard News Story". <http://jerz.setonhill.edu/writing/journalism/news.htm>. UWEC Junior. 14 Dec 1999; 20 Apr 2003. -- updated by Jerz.



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Lesson Plan 1 Template

Content Area: Yearbook Lesson Title: Student Press Rights & Responsibilities Time Frame: 3 class periods

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies, Journalism, Law

Integration of Technology: Laptops, MSWord/Google Docs, Jostens publishing website (Yearbookavenue.com), Oncourse for downloading documents/examples

Equipment Needed: laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to identify student press rights in addition to analyzing the challenges and limitations of those rights. - Generate a written response to the following questions supported with evidence from the text: Can school administrators regulate student publications? Why or why not?	Lesson Sequence Day 1: - <i>Do Now</i> – Students are to respond in writing to the following: Can school administrators regulate student publications? Why or why not? Discuss opinions with the class. - Read “Student Press Rights and Responsibilities” (pgs. 2-4) from <i>Taking Issue: A Student Guide to Publications Law</i>. - Define the following terms from the reading: <i>Tinker vs. Des Moines Independent Community School District</i>, <i>prior review</i>, <i>prior restraint</i>, <i>Hazelwood School District vs. Kuhlmeier</i>, and <i>press rights</i>. Day 2: - Share and explain definitions of the terms listed above. - Working in groups of 3-4, students are to respond in writing to the following based on the reading: Which Supreme Court decision guaranteed a high	- Oral participation in the group discussion - Student written responses to the following: Can school administrators regulate student publications? Why or why not? Use evidence from the text. Type up a formal response citing (MLA format) examples from the text.



	school student's right to free speech? - o On what basis does the Hazelwood decision limit free speech? - o Which states currently have laws counteracting the effects of the Hazelwood decision? - o List four topics for yearbook or school newspaper articles that could be subject to <i>prior restraint</i> under Hazelwood. - Share and discuss group responses. Day 3: - Revisit responses to the <i>Do Now</i>. Can school administrators regulate student publications? Why or why not? Use evidence from the text/discussion to justify your argument. Type up a formal response citing (MLA format) examples from the text.	
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Differentiation:

Students are permitted to select their own partners/groups.

Resources Provided:

Laptops, MSWord/Google Docs, Jostens publishing website (Yearbookavenue.com), Oncourse for downloading documents/examples



Lesson Plan 2 Template				
Content Area:	Yearbook	Lesson Title:	Libel, Invasion of Privacy, and Obscenity	Time Frame: 3 class periods
Lesson Components				
<u>21st Century Themes</u>				
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy				
<u>21st Century Skills</u>				
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy				
Interdisciplinary Connections: Social Studies, Journalism, Law				
Integration of Technology: Laptops, MSWord/Google Docs, Jostens publishing website (Yearbookavenue.com), Oncourse for downloading documents/examples				
Equipment Needed: Laptops				

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will be able to decipher libelous, invasive, and obscene material. - Students will engage in role-play to determine future steps they may take in acquiring factual information.	Lesson Sequence Days 1 & 2: Do Now – In writing respond to the following questions: <i>Is a classroom public space or private space? If you take photos in a classroom, is it an invasion of privacy?</i> Share responses with the class. - Read “Libel, Invasion of Privacy and Obscenity” (pgs. 6-9) from Taking Issue: A Student Guide to Publications Law. - Define the following terms: <i>libel, publication, identifiable, injury, fault, invasion of privacy, intrusion, Bethel School District vs. Fraser, right of publicity, false light, photographs as libel, obscenity, threats of violence, and potential liability.</i> Day 3: Share and explain definitions of the terms listed above.	- Journal response to the Day 1 Do Now - Class participation - Group responses to the steps they would take to check the accuracy of the story regarding a teacher’s unfair grading practices



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-Working in groups of 3-4, students will react to the following: A student tells you of some instances of unfair grading practices by a certain teacher at your school. Describe in detail the steps you would take to check the accuracy of this story.
- Each group will share their strategies with the class.

Differentiation: Students will have the opportunity to choose their own groups and solutions to the teacher's proposed scenario.

Resources Provided:

Laptops, OnCourse (for downloading documents), and /or Jostens publishing website (Yearbookavenue.com)



Lesson Plan 3 Template					
Content Area:	Yearbook	Lesson Title:	Basic Principles of Journalistic Writing: Identifying the 5W's and 1 H, Writing Interview Questions, Conducting Interviews, Writing Journalistic Articles	Time Frame:	11 class periods (approximately 2 weeks)
Lesson Components					
<u>21st Century Themes</u>					
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy					
<u>21st Century Skills</u>					
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy					
Interdisciplinary Connections: Journalism, Public Speaking					
Integration of Technology: laptops, iWorks Pages program for generating newspaper articles					
Equipment Needed: “Hard News Story” article by Lori Kurtzman, “Yearbook/Journalism: Interviewing – How to Write Interview Questions” worksheet, “Yearbook/Journalism: <i>Interviewing</i> - Writing Interview Questions II / Conducting an Interview” worksheet, laptops (for writing interview questions and recording responses, either typed or through use of laptop camera recording device), MSWord, iWorks Pages program					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to identify the 5 W's and 1H of news articles and identify elements of an inverted pyramid. - Be able to write well-constructed interview questions geared towards a particular angle/topic of discussion and conduct interviews using proper interview techniques. - Be able to synthesize a well-written article based on responses acquired from the	Lesson Sequence Day 1: Read and take notes on “Hard News Story” by Lori Kurtzman and identify the following terms: <i>headline, lead, 5W's and 1 H, direct quotes, paraphrased quotes, inverted pyramid, objectivity vs. subjectivity.</i> Day 2: Read “Yearbook/Journalism: Interviewing – How to Write Interview Questions” and review proper interview question construction.	- Create and print student-written journalistic articles adhering to journalistic writing guidelines, further enhanced by presenting via a professional-looking layout. - Write a paragraph reflecting on the interviewing and article writing process. What changes might you make in your procedures?



interview abiding by the basic principles of news writing.

-Brainstorm, as a class, possible controversial topics or issues (i.e. war in Iraq, climbing gas prices, school policies, political issues, etc...). Record topic ideas on the board.

Day 3: Students should select a topic of interest, as well as an angle. Once an angle (the focus of the article), write ten well-written interview questions dealing with a chosen topic. Questions will be geared toward other classmates.

Days 4 & 5: Read and review strategies for conducting professional interviews via

“Yearbook/Journalism:

Interviewing - Writing Interview Questions II/ Conducting an Interview”.

-Select a partner and conduct interviews while jotting down interview responses or recording them using laptop cameras.

Identify/make note of pertinent, interesting, unique, quote-worthy phrases to be later incorporated into the news article.

Day 6: Prewriting: Organize notes and plot out sequences of information to be covered in the article.

-Construct an attention-grabbing lead including most of the 5 W’s and 1 H.

Days 7-8: Using Google Docs., develop a rough draft incorporating direct quotes and paraphrased material from the interview conducted.

Day 9: Peer edit articles by sharing Google Docs with a peer.

Day 10: Revise and produce a final draft, typed. Include attention-grabbing headlines that



	best encompass the article's angle. Using iPages, select/create a template to best lay out student articles accompanied by a strong headline and photo that reflects the angle of the story. Day 11: Submit the final product. Write a paragraph reflecting on the interviewing and article writing process. What changes might you make in your procedures?	
Differentiation: Students may select their own topics, their own partners to conduct interviews, and their own partners with which to peer edit. Students may also select their own means for recording interviews: hand-written, typed, laptop camera, etc.		
Resources Provided: • Laptops: MSWord, iPages • “Yearbook/Journalism: Interviewing – How to Write Interview Questions” worksheet, “Yearbook/Journalism: <i>Interviewing</i> - Writing Interview Questions II / Conducting an Interview” worksheet, laptops (for writing interview questions and recording responses, either typed or through use of laptop camera recording device), • Kurtzman, Lori. “Hard News Story”. http://jerz.setonhill.edu/writing/journalism/news.htm. UWEC Junior. 14 Dec 1999; 20 Apr 2003. -- updated by Jerz.		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Yearbook	Grade Level:	12	Unit Title:	UNIT 1: Responsible Journalism: Law and Ethics in Journalism & Journalistic Writing/ Peer Interview/Article
Created by:	Karyn Chomko	Board Approved on:			



Unit Overview Template

Content Area:	Yearbook	Grade Level:	12	Unit Title:	UNIT 2: Theme Development/ Layout Design/Photography/Topic #1 (Fall Sports & Student Life Coverage) & Topic #2 (Club Coverage)
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Unit Summary: This unit will focus on theme development for the school yearbook as well as layout design. The student will also, using skills obtained from the first unit, write interview questions, conduct interviews, and construct articles for their student-selected Topic #1 and Topic #2 topics which will be published in the yearbook.

Primary Interdisciplinary Connections: Media Studies, Photography

[21st Century Themes](#) **X** Creativity and Innovation **X** Critical Thinking and Problem Solving **X** ICT Literacy

X Information Literacy **X** Life and Career Skills **X** Communication and Collaboration **X** Media Literacy

Unit Rationale: By the conclusion of this course, students will be familiar with publication law and develop an understanding of the fundamentals of layout, design, and journalistic writing in conjunction with the production of the yearbook. Students will also brainstorm and develop a theme for the yearbook and then plot out a ladder diagram indicating which topics will be covered on what pages. Students will use MSWord or Google Docs to develop and edit subject-specific articles and then log on to the Yearbookavenue.com website to design pages, upload photos and articles, develop captions for photos, create headlines, and incorporate theme or topic-specific graphics to correspond to the theme and to each topic page.

Career Readiness (Standard 9):

TECH.9.4.12.CI.1 - Creativity and Innovation - Demonstrate the ability to reflect, analyze, and use creative skills and ideas

TECH.9.4.12.CI.2 - Creativity and Innovation - Identify career pathways that highlight personal talents, skills, and abilities

TECH.9.4.12.CT.1- Critical Thinking and Problem-solving -Identify problem-solving strategies used in the development of an innovative product or practice

TECH.9.4.12.DC.1 - Digital Citizenship - Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content

TECH.9.4.12.DC.1 - Digital Citizenship - Compare and contrast international differences in copyright laws and ethics.

Learning Targets

Standards: NJSLS-ELA

Content Statements:

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.



(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

CPI#:	Cumulative Progress Indicator (CPI):
W.IW.11–12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.SE.11–12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
W.11-12.6	Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.

Unit Essential Questions:

- Why are journalists important to society?
- Why is freedom of speech/the press important?
- How does one define news?
- What does it mean for something to be “newsworthy”?
- How does journalistic writing differ from other forms of writing?
- What rules of design must be adhered to for a yearbook publication?

Unit Enduring Understandings:

- Journalists must be responsible with regards to press rights when writing.
- Journalism can be conveyed through both the written word and through images.
- When creating a publication, specifically a yearbook, it is essential to reflect the experiences of a wide range of individuals and interests.

Unit Learning Targets:

Students will develop an understanding of the fundamentals of layout, design, and journalistic writing in conjunction with the production of the yearbook.



Evidence of Learning

Summative Assessment:	Design and layout Topic #1 and Topic #2, inclusive of a journalistic article on a student-selected topic, photos, and captions, utilizing yearbookavenue.com (yearbook publishing website).
Equipment Needed:	laptops, Jostens online yearbook program (yearbookavenue.com) for publishing, MSWord, cameras, smartphones
Teacher Resources:	laptops, Jostens online yearbook program (yearbookavenue.com) for publishing, MSWord, cameras, smartphones
Formative Assessments: ● Article and caption writing ● Proofreading and editing ● Layout designs ● Photography ● Page submissions/ meeting deadlines ● Fundraising/ad sales ● Participation	



Lesson Plans

Lesson	Time Frame
Lesson 1 Theme Development	Approx. 1 week
Lesson 2 Photography & Captions Writing	Approx. 1 week
Lesson 3 Topic # 1 Article (Club Coverage) (Fall Sport & Student Life Coverage) & Topic #2 Writing/Layout/Design	Approx. 6 weeks

Teacher Notes:

The teacher can interject lessons with samples of themes, photography & captions obtained from the internet to serve as examples.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

- Jostens online yearbook program (yearbookavenue.com) for publishing
- Dalke, John, Linda Kennedy, and Gary Lundgren. *1,2,3 Student Yearbook Guide*. Jostens, Inc., USA, 2004.
- Jostens. *Taking Issue: A Student Guide to Publications Law*. Jostens, Inc., USA, 1993.
- Kurtzman, Lori. "Hard News Story". <http://jerz.setonhill.edu/writing/journalism/news.htm>. UWEC Junior. 14 Dec 1999; 20 Apr 2003. -- updated by Jerz.



Lesson Plan 1 Template

Content Area: Yearbook Lesson Title: Yearbook Theme Development Time Frame: Approx. 1 week

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Journalism, Graphic Design

Integration of Technology: Laptops, Internet

Equipment Needed: Laptops, Internet, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Brainstorm and develop a theme for this year's yearbook.	Lesson Sequence Day 1: Sift through old yearbooks analyzing them for themes. - Identify which themes were successful and which were not and why. Share Day 2: In groups of 3-4, students are to brainstorm possible themes for this yearbook. Generate a list of ideas. Indicate how that theme could be carried out visually (cover and design throughout the publication) and textually. (through headlines and captions). Days 3-4: Each member of each group will further develop 1 component of the group-selected theme: Cover design, captions for senior superlatives, headlines, and divider page design. Groups will present their ideas on a PowerPoint or iMovie to present to the class tomorrow. Day 5: Each group will present their theme development projects.	- Presentation of Theme Development (innovation/creativity) - Students will provide written feedback as to the Pros and Cons of each theme projected and presented. - The class will vote on the best design



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Differentiation:		
Students are permitted to select their own partners/groups as well as their own themes.		
Resources Provided:		
• Laptops, Internet, old yearbooks		

Students are permitted to select their own partners/groups as well as their own themes.

Resources Provided:

- Laptops, Internet, old yearbooks



Lesson Plan 2 Template

Content Area: Yearbook Lesson Title: Photography: Time Frame: Approx. 1 week
 Lighting/Framing &
 Angle Shots &
 Caption Writing

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Photography, Journalism

Integration of Technology: Laptops, yearbookavenue.com, cameras, smartphones

Equipment Needed: Laptops, yearbookavenue.com, cameras, smartphones, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify unique lighting, angle, and framing shots. - Take their own unique lighting, angle, and framing shots. - Develop descriptive captions for photos taken.	Lesson Sequence Days 1 & 2: Identify the difference between unique lighting, angle, and framing shots through teacher-provided examples. - Using yearbook cameras (or cell phone cameras), work with a partner to take unique lighting, angle, and framing shots of school-related images. Days 3 & 4: Review examples of effective caption writing. Develop descriptive and informative captions for photos taken (complete sentences in the present tense). Day 5: Present, to the class, unique lighting, angle, and framing shots. Vote, as a class, which images are yearbook-worthy.	- Unique lighting, angle, and framing shots - Captions written for those shots
Differentiation: Students will have the opportunity to choose their own partners and subjects for photography.		
Resources Provided: Laptops, cameras		



Lesson Plan 3 Template					
Content Area:	Yearbook	Lesson Title:	Topic # 1 Article (Club Coverage) (Fall Sport & Student Life Coverage) & Topic #2 Writing/Layout/Design	Time Frame:	Approx. 6 weeks
Lesson Components					
<u>21st Century Themes</u>					
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy					
<u>21st Century Skills</u>					
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy					
Interdisciplinary Connections: Journalism, Photography, Graphic Design					
Integration of Technology: laptops, Jostens online yearbook program (yearbookavenue.com) for publishing, MSWord, cameras, smartphones					
Equipment Needed: laptops (for writing interview questions and recording responses, either typed or through use of laptop camera recording device), MSWord, Jostens online yearbook program (yearbookavenue.com) for publishing, cameras, smartphones					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Write interview questions geared toward a student-selected Topic #1 (Student Life or Fall Sports coverage) and Topic #2 (Clubs) and conduct interviews. - Synthesize a well-written article based on responses acquired from the interview abiding by the basic principles of news writing. - Take photographs, write captions, and devise headlines. - Demonstrate basic design principles via the yearbookavenue.com layout for Topic #1 & Topic #2.	Lesson Sequence Weeks 1-3: - Editors will collaborate with the yearbook staff to assign Topic #1 topic and place those assignments on the classroom ladder diagram. - Generate 10 well-written interview questions for 2 individuals within the school community who will serve as their interviewees. Record interview responses. Determine which information is “quote-worthy”. - Using MSWord, develop a rough draft incorporating direct quotes and	Completion of Topic #1 (Student Life or Fall Sports coverage) and Topic #2 (Clubs) pages with the revised article, unique design/layout, innovative headline, byline, photos tagged and captioned in 10-point font.



	paraphrased material from the interview conducted. ● Revise, edit, and produce a final draft typed. Include an attention-grabbing headline that best encompasses the theme and topic. ● Using the yearbookavenue.com yearbook layout program, select/create a template for Topic #1. Upload revised articles, accompanied by a strong headline. ● Take photographs covering the Topic #1 event. Upload photos into the Image Library, tag student names, and place photos in the student-design template, adjusting the size of the photo by zooming in, out, or cropping. ● Develop well-written captions (complete sentences in present tense) for photos placed on pages. Weeks 4-6: Repeat the process above for Topic #3 (Clubs).	
Differentiation: Students may select their own topics and design their individual Topic #1 page in accordance with their taste and creativity.		
Resources Provided: ● laptops, Jostens online yearbook program (yearbookavenue.com) for publishing, MSWord, cameras		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Yearbook	Grade Level:	12	Unit Title:	UNIT 2: Theme Development/ Layout Design/Photography/Topic #1 (Fall Sports & Student Life Coverage) & Topic #2 (Club Coverage)
Created by:	Karyn Chomko	Board Approved on:			



Unit Overview Template

Content Area:	Yearbook	Grade Level:	12	Unit Title:	UNIT 3: Underclassmen, Faculty & Ad Section Development; Topic #3 (Clubs II/Winter Sports Coverage) & Topic #4 (Spring Sports) Design; Current Events
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Unit Summary: This unit will focus on theme development for the school yearbook as well as layout design. The student will also, using skills obtained from the first unit, write interview questions, conduct interviews, and construct articles for their student-selected Topic #3 and Topic #4 topics which will be published in the yearbook.

Primary Interdisciplinary Connections: Media

[21st Century Themes](#) **X** Creativity and Innovation **X** Critical Thinking and Problem Solving **X** ICT Literacy

X Information Literacy **X** Life and Career Skills **X** Communication and Collaboration **X** Media Literacy

Unit Rationale: By the conclusion of this course, students will be familiar with publication law and develop an understanding of the fundamentals of layout, design, and journalistic writing in conjunction with the production of the yearbook. Students will also brainstorm and develop a theme for the yearbook and then plot out a ladder diagram indicating which topics will be covered on what pages. Students will use MSWord to develop and edit subject-specific articles and then log on to the Yearbookavenue.com website to design pages, upload photos and articles, develop captions for photos, create headlines, and incorporate theme or topic-specific graphics to correspond to the theme and to each topic page.

Career Readiness (Standard 9):

TECH.9.4.12.CI.1 - Creativity and Innovation - Demonstrate the ability to reflect, analyze, and use creative skills and ideas

TECH.9.4.12.CI.2 - Creativity and Innovation - Identify career pathways that highlight personal talents, skills, and abilities

TECH.9.4.12.CT.1- Critical Thinking and Problem-solving -Identify problem-solving strategies used in the development of an innovative product or practice

TECH.9.4.12.DC.1 - Digital Citizenship - Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content

TECH.9.4.12.DC.1 - Digital Citizenship - Compare and contrast international differences in copyright laws and ethics.

Learning Targets

Standards: NJSLS-ELA

Content Statements:

A(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.



(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.net, to produce and publish writing and to interact and collaborate with others.

CPI#:	Cumulative Progress Indicator (CPI):
W.IW.11–12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.SE.11–12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
W.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Unit Essential Questions:

- Why are journalists important to society?
- Why is freedom of speech/the press important?
- How does one define news?
- What does it mean for something to be “newsworthy”?
- How does journalistic writing differ from other forms of writing?
- What rules of design must be adhered to for a yearbook publication?

Unit Enduring Understandings:

- Journalists must be responsible with regard to press rights when writing.
- Journalism can be conveyed through both the written word and through images.
- When creating a publication, specifically a yearbook, it is essential to reflect the experiences of a wide range of individuals and interests.

Unit Learning Targets:

Students will develop an understanding of the fundamentals of layout, design, and journalistic writing in conjunction with the production of the yearbook.



Evidence of Learning

Summative Assessment: Design and layout assigned Topic #3 and Topic #4, inclusive of a journalistic article on a student-selected topic, photos, and captions, utilizing yearbookavenue.com (yearbook publishing website). Design and layout the Underclassmen, Faculty, and Ad sections.

Equipment Needed: laptops, Jostens online yearbook program (yearbookavenue.com) for publishing, MSWord, cameras, smartphones

Teacher Resources: laptops, Jostens online yearbook program (yearbookavenue.com) for publishing, MSWord overhead projector, cameras, smartphones

Formative Assessments:

- Article and caption writing
- Proofreading and editing
- Layout designs
- Photography
- Page submissions/ meeting deadlines
- Fundraising/ad sales
- Participation



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Lesson Plans

Lesson	Time Frame
Lesson 1 Design & Planning: Underclassmen & Faculty Sections	Approx. 1 week
Lesson 2 Topic #3 (Clubs II/Winter Sports Coverage) & Topic #4 (Spring Sports) Writing/Layout/Design	Approx. 6 week
Lesson 3 Current Events: Turn Your Back on Hate Project	Approx. 1-2 weeks

Teacher Notes:

The teacher can interject lessons with samples of journalistic writing obtained from the internet to serve as examples.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

- Jostens online yearbook program (yearbookavenue.com) for publishing
- Dalke, John, Linda Kennedy, and Gary Lundgren. *1,2,3 Student Yearbook Guide*. Jostens, Inc., USA, 2004.
- Jostens. *Taking Issue: A Student Guide to Publications Law*. Jostens, Inc., USA, 1993.
- Kurtzman, Lori. "Hard News Story". <http://jerz.setonhill.edu/writing/journalism/news.htm>. UWEC Junior. 14 Dec 1999; 20 Apr 2003. -- updated by Jerz.



Lesson Plan 1 Template

Content Area: Yearbook	Lesson Title:	Design & Planning: Underclassmen & Faculty Sections
		Time Frame: Approx. 1 week

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Journalism, Photography, Graphic Design

Integration of Technology: laptops, Jostens online yearbook program (yearbookavenue.com) for publishing, MSWord, cameras, smartphones

Equipment Needed: laptops (for writing interview questions and recording responses, either typed or through the use of laptop camera recording device), MSWord, Jostens online yearbook program (yearbookavenue.com) for publishing, cameras, smartphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Brainstorm and develop ideas for the Underclassmen & Faculty Sections of the Yearbook.	Lesson Sequence Day 1: Sift through old yearbooks analyzing the methods by which they showcased the Underclassmen & Faculty Sections. - List and share elements that were innovative and successful and those that were less successful. Day 2: In groups of 3-4, students are to brainstorm possible ways in which the Underclassmen & Faculty Sections should be showcased. -Share ideas with the class. -Vote to select the winning concept. Days 3-5: Groups will be responsible for varying components (either grade 9, grade 10, grade 11 or faculty) of the Underclassmen and Faculty section designing each section in accordance with the	Professional completion of the Underclassmen & Faculty Sections of the Yearbook



	agreed upon method that was agreed upon by the class. - Layout Underclassmen and Faculty section: portraits, underclassmen & faculty quotes, and candid photos with captions. - Type, proof & edit all student and Faculty names as well as layout all photos in this section. -Compare student lists with photos obtained by the photographer and generate -Proof and submit Underclassmen and Faculty Sections.	
Differentiation: Students are permitted to select their own partners/groups as well as decide upon which section they would like to be responsible for.		
Resources Provided: ● Laptops, Internet, yearbookavenue.com, photos provided by photography company, cameras		



Lesson Plan 2 Template					
Content Area:	Yearbook	Lesson Title:	Topic #3 (Clubs II/Winter Sports Coverage) & Topic #4 (Spring Sports) Writing/Layout/Design	Time Frame:	Approx. 6 weeks
Lesson Components					
<u>21st Century Themes</u>					
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy					
<u>21st Century Skills</u>					
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy					
Interdisciplinary Connections: Journalism, Photography, Graphic Design					
Integration of Technology: laptops, Jostens online yearbook program (yearbookavenue.com) for publishing, MSWord, cameras, smartphones					
Equipment Needed: laptops (for writing interview questions and recording responses, either typed or through use of laptop camera recording device), MSWord, Jostens online yearbook program (yearbookavenue.com) for publishing, cameras, smartphones					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Write interview questions geared toward a student-selected Topic #3 (Clubs & Winter Sports) and Topic #4 (Spring Sports) and conduct interviews. - Be able to synthesize a well-written article based on responses acquired from the interview abiding by the basic principles of news writing. - Take photographs. - Write captions and devise unique headlines. - Demonstrate basic design principles via the yearbookavenue.com layout for Topic #3 & Topic #4.	Lesson Sequence Weeks 1-3: - Editors will collaborate with the yearbook staff to assign Topic #3 (Clubs & Winter Sports) topics and place those assignments on the classroom ladder diagram. - Generate 10 well-written interview questions for 2 individuals within the school community who will serve as their interviewees. Record interview responses. Determine which information is “quote-worthy”. - Using MSWord, develop a rough draft incorporating direct quotes and	Completion of Topic #3 (Clubs & Winter Sports) and Topic #4 (Spring Sports) pages with the revised article, unique design/layout, innovative headline, byline, and photos tagged and captioned in 10-point font.



	paraphrased material from the interview conducted. ● Revise, edit, and produce a final draft typed. Include an attention-grabbing headline that best encompasses the theme and topic. ● Using the yearbookavenue.com yearbook layout program, select/create a template for Topic #3. Upload revised articles, accompanied by a strong headline. ● Take photographs covering Topic #3 event. Upload photos into the Image Library, tag student names, and place photos in the student-design template, adjusting the size of the photo by zooming in, out, or cropping. ● Develop well-written captions (complete sentences in present tense) for photos placed on pages. Weeks 4-6: Repeat the process above for Topic #4 (Spring Sports).	
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Differentiation:

Students may select their own topics and design their individual topic pages in accordance with their taste and creativity.

Resources Provided:

- Laptops, Internet, yearbookavenue.com, photos provided by a photography company, cameras



Lesson Plan 3 Template

Content Area: Yearbook Lesson Title: Photojournalism Time Frame: Approximately 1 ½ - 2 weeks

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Photography, Journalism

Integration of Technology: Laptops, Internet, iMovie

Equipment Needed: Laptops, Internet, projectors, iMovie

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Examine current events dealing with acts of prejudice/bias. - Create a persuasive iMovie depicting these stories and devise an impactful slogan to promote change or to put an end to the type of hate depicted in the news stories.	Lesson Sequence -Locate 2 articles dealing with prejudice (acts of racial, gender, sexual orientation prejudice). - Identify the 5 W's and 1 H for each article: Who, What, When, Where, Why, and How. - Locate photos to support the telling of the article story. - Create a PowerPoint slideshow or iMovie presenting the facts from both articles. Add music that compliments the facts of both articles. No voiceover. Only music, text, and photos. - End slideshow or movie with a positive slogan (that you and your partner devise) promoting the end of hate/discrimination. Be sure this slogan reflects the articles you selected to present in your movie. -Present movies. Peers will provide feedback and peer assess movies for their effectiveness in delivering the story and emotionally moving the audience.	Persuasive iMovie



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Differentiation:		
Students may select their own topics and stories to tell.		
Resources Provided:		
laptops, iMovie program, cameras, smartphones		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Yearbook	Grade Level:	12	Unit Title:	UNIT 3: Underclassmen, Faculty & Ad Section Development; Topic #3 (Clubs II/Winter Sports Coverage) & Topic #4 (Spring Sports) Design; Current Events
Created by:	Karyn Chomko	Board Approved on:			



Unit Overview Template

Content Area:	Yearbook	Grade Level:	12	Unit Title:	Unit 4: Photojournalism/ Editorials/Business Writing
Unit Summary: This unit will focus on theme development for the school yearbook as well as layout design. Student will also, using skills obtained from the first unit, write interview questions, conduct interviews, and construct articles for their student-selected Topic #3 and Topic #4 topics which will be published in the yearbook.					
Primary Interdisciplinary Connections: Media					
<u>21st Century Themes</u> X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy					
Unit Rationale:	By the conclusion of this course, students will be familiar with publication law and develop an understanding of the fundamentals of layout, design, and journalistic writing in conjunction with the production of the yearbook. Students will also brainstorm and develop a theme for the yearbook and then plot out a ladder diagram indicating which topics will be covered on what pages. Students will use MSWord to develop and edit subject-specific articles and then log on to the Yearbookavenue.com website to design pages, upload photos and articles, develop captions for photos, create headlines, and incorporate theme or topic-specific graphics to correspond to the theme and to each topic page.				
Career Readiness (Standard 9): TECH.9.4.12.CI.1 - Creativity and Innovation - Demonstrate the ability to reflect, analyze, and use creative skills and ideas TECH.9.4.12.CI.2 - Creativity and Innovation - Identify career pathways that highlight personal talents, skills, and abilities TECH.9.4.12.CT.1- Critical Thinking and Problem-solving -Identify problem-solving strategies used in the development of an innovative product or practice TECH.9.4.12.DC.1 - Digital Citizenship - Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content TECH.9.4.12.DC.1 - Digital Citizenship - Compare and contrast international differences in copyright laws and ethics.					

Learning Targets

Standards:	NJSLS-ELA
Content Statements: (IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing. (WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.	



(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

CPI#:	Cumulative Progress Indicator (CPI):
W.IW.11–12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.SE.11–12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
W.11-12.6	Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.

Unit Essential Questions:

- Why are journalists important to society?
- Why is freedom of speech/the press important?
- How does one define news?
- What does it mean for something to be “newsworthy”?
- How does journalistic writing differ from other forms of writing?
- What rules of design must be adhered to for a yearbook publication?

Unit Enduring Understandings:

- Journalists must be responsible with regard to press rights when writing.
- Journalism can be conveyed through both the written word and through images.
- When creating a publication, specifically a yearbook, it is essential to reflect the experiences of a wide range of individuals and interests.

Unit Learning Targets:

Students will develop an understanding of the fundamentals of layout, design, and journalistic writing in conjunction with the production of the yearbook.



Evidence of Learning

Summative Assessment: Design and layout assigned Topic #3 and Topic #4, inclusive of a journalistic article on a student-selected topic, photos, and captions, utilizing yearbookavenue.com (yearbook publishing website). Design and layout the Underclassmen, Faculty, and Ad sections.

Equipment Needed: laptops, Jostens online yearbook program (yearbookavenue.com) for publishing, MSWord, cameras, and smartphones.

Teacher Resources: laptops, Jostens online yearbook program (yearbookavenue.com) for publishing, MSWord, cameras, and smartphones.

Formative Assessments:

- Article and caption writing
- Proofreading and editing
- Layout designs
- Photography
- Page submissions/ meeting deadlines
- Fundraising/ad sales
- Participation



Lesson Plans

Lesson	Time Frame
Lesson 1 Photojournalism Essays	Approx. 2 - 3 weeks
Lesson 2 Current Events: Writing Editorials	Approx. 2 week (including presentations)
Lesson 3 Writing Product or Service Reviews	Approx. 2 week (including presentations)

Teacher Notes:

The teacher can interject lessons with samples of journalistic writing obtained from the internet to serve as examples.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

- Jostens online yearbook program (yearbookavenue.com) for publishing
- Dalke, John, Linda Kennedy, and Gary Lundgren. *1,2,3 Student Yearbook Guide*. Jostens, Inc., USA, 2004.
- Jostens. *Taking Issue: A Student Guide to Publications Law*. Jostens, Inc., USA, 1993.
- Kurtzman, Lori. "Hard News Story". <http://jerz.setonhill.edu/writing/journalism/news.htm>. UWEC Junior. 14 Dec 1999; 20 Apr 2003. -- updated by Jerz.



Lesson Plan 1 Template

Content Area: Yearbook	Lesson Title: Photojournalism Essays	Time Frame: Approx. 2 – 3 weeks
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Photography, Journalism

Integration of Technology: Laptops, yearbookavenue.com, cameras, smartphones

Equipment Needed: Laptops, projectors, cameras, smartphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define and explore photojournalism and photojournalistic essays. - Research, plan, and present an original photojournalistic essay.	Lesson Sequence <u>Define:</u> Define and explore photojournalism and photojournalistic essays. <u>Brainstorm:</u> Brainstorm and come up with an issue that requires the public's attention. Consider your target audience (teenagers, adults, residents of Springfield, Dayton students, Dayton seniors, teachers, those polluting our waterways, government officials, etc...) <u>Journal:</u> Write a 1-2 page typed proposal explaining the focus of your photojournalistic project. - Explain the idea for your photojournalistic essay. - Why is this topic important to you? - What do you want the audience to feel/learn/do in reaction to your photojournalistic essay?	1-2 page typed proposal - Effectiveness in being able to convey the story the creator was aiming to convey. Students must have the following in their presentations: - Impactful Title 10-15 photos, in a logical impactful succession/ Was your story made clear? - Music to enhance the message - NO TEXT additional text, aside from the title - Unique angle photo - Unique lighting photo - Unique framing photo - Depiction of genuine emotion



	<u>Photojournalistic Essay</u> <u>Development:</u> Develop an iMovie w/ music consisting of 10-15 photos taken by you. Choose a story to cover using only photos and no text. - Students must have the following in their presentations: · Impactful Title · 10-15 photos, in a logical impactful succession/ Was your story made clear? · Music to enhance the message · Additional text, aside from the title · Unique angle photo · Unique lighting photo · Unique framing photo Depiction of genuine emotion Presentations: Students will provide feedback on each project critiquing them on their effectiveness in being able to convey the story the creator was aiming to convey.	
Differentiation: Students may select their own topics and stories to tell.		
Resources Provided: ● laptops, iMovie program, cameras, smartphones		



Lesson Plan 2 Template

Content Area:	Yearbook	Lesson Title:	Current Events: Writing Editorials	Time Frame:	Approx. 2 weeks (including presentations)
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Journalism

Integration of Technology: Laptops, Internet, MSWord

Equipment Needed: Laptops, Internet, MSWord

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Develop and publish an editorial in reaction to a current event news story. - Present stories and opinions to the class and debate the issues associated with each student's news articles.	Lesson Sequence -Define opinion pieces/editorials. -Identify the 5 W's and 1 H of a student-selected news article, summarize, and formulate an opinion/reaction based on the news story. -Develop and publish an editorial in reaction to the student-selected current event. -Present stories to the class, as well as the presenter's opinion on the issue. -After each presentation, students will debate issues	- Published editorial - Verbal debate
Differentiation: Students may select their own news stories and pose their own viewpoints on those stories.		
Resources Provided: Laptops, Internet, MSWord		



Lesson Plan 3 Template

Content Area: Yearbook	Lesson Title: Writing Product or Service Reviews	Time Frame: Approx. 2 weeks (including presentations)
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Photography, Journalism

Integration of Technology: Laptops, yearbookavenue.com, cameras, smartphones

Equipment Needed: Laptops, projectors, cameras, smartphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Research criteria for a variety of written reviews: movie, restaurant, hotel, book, music, etc... - Write a product or service review adhering to the criteria by which reviews are written.	Lesson Sequence -Using the Internet, each student will locate an example of a written/published review: movie, restaurant, hotel, book, music, product, etc... -Students will share the reviews that they researched with the class. -Students will analyze the various components of each review and complete the review criteria chart. -Students will choose a book they read this year, a movie they saw this year, a restaurant at which they dined within the last month, a movie that they viewed within the last month, or a product they purchased within the last year and plan, develop, and publish a review adhering to review writing criteria chart.	1-2 page typed product or service review - Presentation of review
Differentiation: Students may select their own topics and stories to tell.		
Resources Provided: laptops, iMovie program, cameras, smartphones		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Yearbook	Grade Level:	12	Unit Title:	Unit 4: Photojournalism/ Editorials/Business Writing
Created by:	Karyn Chomko	Board Approved on:			



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Accommodations and Modifications for ESL Students

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

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

Mission Statement

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

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

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

Goals:

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

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

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

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

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

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

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

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

Procedures

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

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

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

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

Resource Links

https://riversideinsights.com/cognitive_abilities_test

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

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

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

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

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

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

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

NJDOE Fast Facts

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

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

Math/ELA

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

STEM

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

Enrichment Events

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