



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

Springfield Public Schools
Springfield, New Jersey 07081

Journalism
Grade 7

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

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(continued)

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

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

SEAL

A handwritten signature in black ink, appearing to read 'M. Calas', is written over a horizontal line.

Michelle Calas
School Business Administrator/ Board Secretary



**Springfield Public Schools
Springfield, New Jersey**

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

Ron Slate ~ Principal

Candice Schiano ~ Supervisor of Humanities

Jaime Gaughan ~ Teacher



Unit Overview Template

Content Area:	Journalism	Grade Level:	7	Unit Title:	U1: History Of Journalism
Unit Summary: History of and Careers in Journalism					
Primary Interdisciplinary Connections: Social Studies and Technology					
<u>21st Century Themes</u> ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ~~X~~ ICT Literacy ~~X~~ Information Literacy ~~X~~ Life and Career Skills ~~X~~ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	This unit will help students develop an understanding of the history of Journalism while conducting research on key concepts and famous journalists throughout history. Students will explore job prospects in Journalism as they learn about the various aspects of the profession and the responsibilities and career path that it takes to become a journalist.				
Career Readiness (Standard 9):					
9.4.8.DC.1: Analyze the resource citations in online materials for proper use.					
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).					
9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.					
9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.					
9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.					

Learning Targets

Standards:	W.IW.7.2.D, W.IW.7.2.B, W.IW.7.2.C, LA.W.7.2.E, LA.W.7.2.F, LA.W.7.4, LA.W.7.7, LA.W.7.8, LA.SL.7.1.B, SS.7.1, L.VI.7.4.D, 6.1.8.CivicsHR.4.a, 6.3.8.CivicsPD.3, TECH 9.4.8.TL.3, TECH 9.4.8.TL.6, TECH.9.4.8.CI.3, TECH.9.4.8.DC.2, SEL.PK-12.2.2, SEL.PK-12.3.1, SEL.PK-12.3.2
Content Statements:	Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy
CPI#:	Cumulative Progress Indicator (CPI):
W.IW.7.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.IW.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.IW.7.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.7.8	Establish and maintain a formal style, academic style, approach, and form.
LA.W.7.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation



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LA.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
LA.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed
SS.7.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.VI.7.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
6.1.8.CivicsH R.4.a	Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
6.3.8.CivicsD P.2:	Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).
6.3.8.CivicsP D.3	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
TECH 9.4.8.TL.3	Select appropriate tools to organize and present information digitally
TECH 9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem
TECH.9.4.8. CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2)
TECH.9.4.8. DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8)
SEL.PK-12.2. 2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2. 3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3. 1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3. 2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
Unit Essential Questions: • Why is it important to learn the history of journalism? • Who exemplifies a gold standard in journalism? • How does the study of journalism help us understand the past, present, and future?	
Unit Enduring Understandings: The history of Journalism helps students understand the foundation for news reporting, as well as an appreciation for the ethical and legal decisions that go into a piece of writing or presentation.	
Unit Learning Targets: Students will.... Be able to read and analyze nonfiction and informational texts Be able to compare/contrast how one or more authors present a theme through two or more texts Be able to use Restate, Answer, Cite, Explain to answer Short Constructed Response questions Be able to identify the elements of a professional journalistic piece of writing Be able to, over a period of time, plan and compose a research paper or project Be able to write with proper mechanics and style Be able to collaborate in small group learning situations	



Evidence of Learning

Summative Assessment:	13 days, Famous Journalist Presentation (Student choice offered)
Equipment Needed:	Laptops, Notebooks, Pens, Class notes, assorted websites, and academic related videos
Teacher Resources:	Laptop, Whiteboard/Promethean board, prepared notes, assorted websites, and academic related videos

Formative Assessments:

- Vocabulary Quiz
- Multiple Choice Content Quiz
- Short-Constructed Response Questions
- Comprehension and Analytical Questions
- Small Group Discussions and Observations
- Whole Class Discussions
- Familiarity with, and adherence to, New Jersey Student Learning Standards



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Lesson Plans

Lesson	Time Frame
Lesson 1 History of Journalism	45 minutes/ 5 days
Lesson 2 Roles in Journalism	45 minutes/ 3 days
Lesson 3 Research a Famous Journalist	45 minutes/ 5 days

Teacher Notes:

Each of the lessons above can be modified at the teacher's (general ed. or special ed.) discretion, in accordance with student interests, performance ability, and applicable IEPs or 504 plans. Plans may take longer or shorter than expected based on the needs of the students and the results of formative assessments. Mini-lessons will take place on days between the longer lessons.

Curriculum Development Resources/Technology Resources:

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

<https://www.theatlantic.com/international/archive/2012/04/22-outstanding-women-journalists-last-100-years/329815/>

<https://www.newseum.org/>

<https://www.vocabulary.com/>

<http://www.encoreleaders.org/wp-content/uploads/2013/06/WSJ-terminology.pdf>

<https://studentreportinglabs.org/lesson-plans/>

<https://www.timeforkids.com/g56/?age=child>

<https://newsela.com/>



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Lesson Plan 1 Template

Content Area: Journalism Lesson Title: History of Journalism Time Frame: 45 minutes/ 5 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies

Integration of Technology: Digital resources, multimedia components in presentations, OnCourse classroom (Assignment Posts, use of collaborative discussion blogs, Exit Card postings, etc.)

Equipment Needed: Student laptops, Promethean Board or Projector with speakers, OnCourse, Class Notes and daily materials

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define journalism and terms related to the practice and profession - Analyze and understand the purpose and language of the First Amendment - Trace the progress of journalism up to social media uses - Research and evaluate the impact and history of Journalism - Research historic journalistic court cases - Create a timeline of journalism based on research	Lesson Sequence Day 1 - Do now: In your own words, define journalism and how it's evolved over time. Discuss the do now question. - Define new vocabulary and use the words in context - Mini-lesson: What is journalism? Students take notes. <i>Exit Ticket:</i> Define journalism and explain how it's different from other forms of writing. Day 2 - Students will use resources and research as they work in small groups to create a general timeline of the history of journalism from 1601-2022.	- Do Now and Journals - Class Participation - Whole Class Learning Discussions - Small Group Learning Activities (e.g. "Pair and Share", Group Projects) - Independent Learning Tasks (short-constructed responses, reading analysis questions) - Vocabulary Quiz - Mock trial participation



	Day 3 5. Mini-lesson on the First Amendment and mock trials 6. Students view a mock trial court case and take notes. Day 4-5 7. Mock-Trial based on a First Amendment court case	
Differentiation: Students will use various resources to respond to topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis. For example, struggling writers may be provided with a graphic organizer (e.g. T-Chart or Venn Diagram) to aid in note-taking while watching, and/or receive a modified writing prompt or alternate way to demonstrate their understanding. Students who fear public speaking may be provided with the opportunity to demonstrate their understanding of a mock trial in an alternate way.		
Resources Provided: ● Printed articles or access to online articles and databases for research ● Chart paper/pens/markers/ other resources to create a timeline project ● Evidence Logs to assist in mock trial participation		



Lesson Plan 2 Template

Content Area:	Journalism	Lesson Title:	Roles in Journalism	Time Frame:	45 minutes/3 days
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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: Social Studies

Integration of Technology: Digital resources, multimedia components in presentations, OnCourse classroom (Assignment Posts, use of collaborative discussion blogs, Exit Card postings, etc.), Summative Assessment in follow-up lesson: Original, Student Generated, MultiMedia Research Presentations

Equipment Needed: Student laptops, Promethean Board or Projector with speakers, OnCourse, Class Notes and daily materials

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and compare historical figures in American Journalism - Explain the historical importance of Title IX - Outline the positions and skills needed for each role in the journalistic field - Summarize the roles and responsibilities of journalists	Lesson Sequence Day 1 - Journal Activity: What would journalism, the news, or social media look like if women weren't involved? - Discuss Do now question - Mini-lesson: What is Title IX and how has it opened the doors and changed journalism? Students take notes and engage in small group discussions. Day 2 - Students will use resources and research to identify key roles and responsibilities in the field of Journalism. Students will choose an area of interest and create a job posting for that area. Day 3	- Do Now and Journals - Class Participation - Whole Class Learning Discussions - Small Group Learning Activities (e.g. "Pair and Share", Group Projects) - Independent Learning Tasks (short-constructed responses, reading analysis questions) - Roles and responsibilities quiz



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| | 5. Students will take a test on the roles and responsibilities of journalists. | |
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Differentiation:

Students will use various resources to respond to topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis. For example, struggling writers may be provided with a graphic organizer (e.g. T-Chart or Venn Diagram) to aid in note-taking while watching, and/or receive a modified writing prompt or alternate way to demonstrate their understanding.

Resources Provided:

- Laptops
- Printed articles or access to online articles and databases for research
- Google slide presentation on roles and responsibilities of journalists
- Various worksheets to assist in understanding of roles and responsibilities



Lesson Plan 3 Template					
Content Area:	Journalism	Lesson Title:	Famous Journalists	Time Frame:	45 minutes/ 5 days
Lesson Components					
<u>21st Century Themes</u>					
XGlobal Awareness □ Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy □ Health Literacy					
<u>21st Century Skills</u>					
X Creativity and Innovation □ Critical Thinking and Problem Solving X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy □ ICT Literacy					
Interdisciplinary Connections: • Social Studies • Technology					
Integration of Technology: Digital resources, multimedia components in presentations, OnCourse classroom (Assignment Posts, use of collaborative discussion blogs, Exit Card postings, etc.), Summative Assessment: Original, Student Generated, MultiMedia Research Presentations					
Equipment Needed: Student laptops, Promethean Board or Projector with speakers, OnCourse, Class Notes and daily materials, Art supplies					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify the skill set and career path to become a journalist • Differentiate the career path to journalism pre- and post social media • Generate a list of famous journalists across genders, cultures, and ethnicities • Research a famous journalist • Create a presentation and teach the class about one famous journalist	Lesson Sequence Day 1 1. Do now: What do you think the career path to be a journalist looked like before social media? Do you think it has changed, and why? 2. Discuss Do Now 3. Mini Lesson: The path to a journalism career pre and post social media. Day 2 4. Research up to 3 famous journalists in history. Complete a graphic organizer for all three. Day 3-4 5. Choose one of your three journalists and create a presentation on their career path, their roles, what launched their career, and what kept them so successful.	• Do Now and Journals • Class Participation • Whole Class Learning Discussions • Small Group Learning Activities (e.g. “Pair and Share”, Group Projects) • Independent Learning Tasks (short-constructed responses, reading analysis questions) • Famous figures quiz • Project Presentation



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	Include multimedia or graphics. Day 4-5 6. Present projects to the class 7. Famous figures Exit ticket	
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Differentiation:

Students will use various resources to respond to topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis. For example, struggling writers may be provided with a graphic organizer (e.g. T-Chart or Venn Diagram) to aid in note-taking while watching, and/or receive a modified writing prompt or alternate way to demonstrate their understanding.

Resources Provided:

- Printed articles or access to online articles and databases for research
- Google slide presentation on the career path and responsibilities of journalists pre and post social media
- Various worksheets to assist in understanding of different key historical figures in journalism
- Graphic organizer to help present research
- Any art supplies students need to present their graphics



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

Curriculum Design Template

Content Area:	Journalism	Grade Level:	7th	Unit Title:	U1:History of Journalism
Created:	June 2024	Board Approved on:			



Unit Overview Template

Content Area:	Journalism	Grade Level:	7th	Unit Title:	U2: News Writing Basics and Ethics
Unit Summary: Students will learn the basics of news writing and editing while considering the ethical implications of writing, conducting interviews, and presenting a news story.					
Primary Interdisciplinary Connections: Social Studies					
<u>21st Century Themes</u> ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy					
Unit Rationale:	This unit is designed around the journalistic writing and editing processes with a focus on ethical standards and communication. Through this unit, students will analyze different sources for the basics of news writing, conducting interviews, and producing ethical content. Students will apply this knowledge to their general courses in English and Civics.				
Career Readiness (Standard 9): 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8) 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.					

Learning Targets

Standards:	W.IW.7.2.D, W.IW.7.2.B, W.IW.7.2.C, LA.W.7.4, LA.SL.7.1.B, LA.SL.7.1.C, SS.7.1, L.VI.7.4.D, TECH.8.1.8.A.CS1, TECH.8.1.8.A.1, TECH 9.4.8.TL.2, TECH 9.4.8.TL.3, TECH 9.4.8.TL.4, SEL.PK-12.3.2, SEL.PK-12.3.3, SEL.PK-12.3.4, SEL.PK-12.4.2
Content Statements:	Students will be able to identify and demonstrate a clear understanding of the concept of ethics in journalism and the processes needed to write and interview for a story or news report.
CPI#:	Cumulative Progress Indicator (CPI):
W. IW.7.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.IW.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.IW.7.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SS.7.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.VI.7.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending)..



TECH 9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4)
TECH 9.4.8.TL.3	Select appropriate tools to organize and present information digitally
TECH 9.4.8.TL.4	Synthesize and publish information about a local or global issue or event
SEL.PK-12.3. 3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3. 2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3. 4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4. 2	Identify the consequences associated with one's actions in order to make constructive choices

Unit Essential Questions:

- What is the importance of mastering grammar and mechanics as a journalist, newspaper, or social media editor?
- Why is it important to be able to discern fact from opinion or fact from fiction?
- Why is integrity in interviewing and reporting critical to good journalism?

Unit Enduring Understandings:

- Journalists must be researchers who source and critique information that is ethical and accurate.
- Journalism has a different structure than other styles of writing and needs to be viewed as separate from other forms of writing.
- Journalists have a responsibility to explore global and local issues that cross cultures, content, and political views and publish them in an accurate, non-biased way.

Unit Learning Targets:

Students will...

- Use new vocabulary words in context using connotations that are appropriate to their writing.
- Determine fact from opinion and fact from fiction
- Generate interview questions that are responsible and ethical
- Conduct an interview
- Edit with proper grammar and mechanics using APA format
- Write across genres
- Research to validate information from interviews
- Use proper citations in APA format
- Develop an understanding of Sports News Stories and/or Broadcasting (**Career Readiness**)



Evidence of Learning

Summative Assessment: 12 days

Equipment Needed: Laptops, Notebooks, Pens, Class notes, assorted websites, and academic related videos

Teacher Resources: Laptop, Whiteboard/Promethean board, prepared notes, assorted websites, and academic related videos

Formative Assessments:

- Vocabulary Quiz
- Quality of interview questions
- Short-Constructed Response Questions
- Comprehension and Analytical Questions
- Small Group Discussions and Observations
- Whole Class Discussions
- Interview project
- Familiarity with, and adherence to, New Jersey Student Learning Standards



Lesson Plans

Lesson	Time Frame
Lesson 1 Fact vs Opinion and Fiction	45 minutes/3 days
Lesson 2 Editing and Editorials	45 minutes/4 days
Lesson 3 Interviews and Ethics	45 minutes/5 days

Teacher Notes:

Each of the lessons above can be modified at the teacher's (general ed. or special ed.) discretion, in accordance with student interests, performance ability, and applicable IEPs or 504 plans. Plans may take longer or shorter than expected based on the needs of the students and results of formative assessments. Mini-lessons will take place on days between the longer lessons.

Curriculum Development Resources/Technology Resources:

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

<https://www.newseum.org/>

<https://www.vocabulary.com/>

<http://www.encoreleaders.org/wp-content/uploads/2013/06/WSJ-terminology.pdf>

<https://studentreportinglabs.org/lesson-plans/>

<https://www.timeforkids.com/g56/?age=child>

Ethics

<https://www.newseum.org/>

<https://www.vocabulary.com/>

<http://www.encoreleaders.org/wp-content/uploads/2013/06/WSJ-terminology.pdf>

<https://studentreportinglabs.org/lesson-plans/>

<https://www.timeforkids.com/g56/?age=child>



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Lesson Plan 1 Template

Content Area: Journalism Lesson Title: Fact vs Opinion and Fiction Time Frame: 45 minutes/3 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

- English Language Arts
- Informational Texts across all disciplines

Integration of Technology: Digital resources, OnCourse classroom (Assignment Posts, use of collaborative discussion blogs, Exit Card postings, etc.), Summative Assessment: Digital assessment on Fact vs. Opinion

Equipment Needed: Laptops, Promethean or whiteboard, class notes, various websites, pencils/pens

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Read a variety of texts • Analyze the validity of a text • Analyze a text for fact vs. opinion • Analyze a text for fact vs. fiction • Compare similar articles for accurate research and POV	Lesson Sequence Day 1 1. Mini-Lesson on differentiating fact from opinion and fact from fiction. 2. Read two articles and annotate for facts vs. opinion (pre assessment) as a whole group and small group. Day 2 3. Read articles and categorize fact vs. opinion/fiction individually. Day 3 4. Fact vs. Opinion/Fact vs. Fiction Quiz	• Do Now and Journals • Class Participation • Whole Class Learning Discussions • Small Group Learning Activities • Independent Learning Activities on Fact. vs. Opinion • Fact vs. Opinion Quiz
Differentiation: Students will use various resources to respond to topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis. For example, struggling writers may be provided with a graphic organizer (e.g. T-Chart or Venn Diagram) to aid in note-taking while watching, and/or receive a modified writing prompt or alternate way to demonstrate their understanding.		
Resources Provided: • Informational Text articles • Fact vs. Opinion and Fiction Notes • Fact vs. Opinion and Fiction Digital Assessment		



Lesson Plan 2 Template

Content Area: Journalism Lesson Title: Editing Editorials Time Frame: 45 minutes/4 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

English Language Arts
Informational Texts across all disciplines

Integration of Technology: Digital resources, multimedia components in presentations, OnCourse classroom (Assignment Posts, use of collaborative discussion blogs, Exit Card postings, etc.); Summative Assessment: Google docs for writing and editing; Grammarly.com or Hemmingwayapp.com

Equipment Needed: Laptops, Promethean or whiteboard, class notes, OnCourse, various websites, pencils/pens/notebooks

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define new academic terms - Annotate as they analyze different informational texts - Examine multiple resources for distinguishing features - Write an editorial - Edit a piece of writing using proper construction and mechanics	Lesson Sequence Day 1 - Define what makes an editorial (student dictionary). - Look at different types of editorials. Students annotate for the distinguishing features. Day 2 - Mini-lesson on APA format - Students develop an idea for an editorial. Day 3 - Write and edit an editorial - Pair-share editorial for editing Day 4 - Famous figures quiz - Finish editing and turn in the editorial	- Do Now and Journals - Class Participation - Whole Class Learning Discussions - Small Group Learning Activities (e.g. “Pair and Share”, Editing) - Independent Learning Tasks (Reading analysis and annotations) - Editing marks quiz - Editorial writing assignment



Differentiation: Students will use various resources to respond to topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis. For example, struggling writers may be provided with a graphic organizer (e.g. T-Chart or Venn Diagram) to aid in note-taking while watching, and/or receive a modified writing prompt or alternate way to demonstrate their understanding.

Resources Provided:

- Different Editorial Examples varied by student reading level
- Annotation guide and notes on editorial features
- APA website
- Editing Marks resource



Lesson Plan 3 Template

Content Area: Journalism Lesson Title: Interviews and Ethics Time Frame: 45 minutes/5 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

- English Language Arts
- Civics and Sociology
- Further Interdisciplinary connections are dependent on whom the student chooses to interview as students can use knowledge from a variety of subjects to draw interview questions

Integration of Technology: Digital resources, multimedia components in presentations, OnCourse classroom (Assignment Posts, use of collaborative discussion blogs, Exit Card postings, etc.), Summative Assessment: Video and Voice recording or Podcasting to present interview; Grammarly.com or Hemmingwayapp.com for editing transcripts

Equipment Needed: Laptop, recording programs, Oncourse, Pens/Pencils, Notebooks, Notecards

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Collaborate to list the most important elements of an interview • Gather information through research to guide interview questions • Effectively communicate with another person to elicit quality responses • Determine the ethical standards within their own interview • Conduct an interview	Lesson Sequence Day 1 1. Journal Question: What makes an effective interview? 2. Discuss Do Now questions; students create a chart of responses to be hung during the lesson. Day 2 3. Students will view several interviews and add features to the chart. 4. Choose who to interview on what topic. Day 3 5. Write interview questions based on research; Schedule interview. Day 4 6. After the interview is conducted, the student will	• Do Now and Journals • Class Participation • Whole Class Learning Discussions • Small Group Learning Activities (e.g. “Pair and Share”, Editing) • Independent Learning Tasks (Reading analysis and annotations) • Interview Process is conducted according to the rubric



edit for ethics, content,
accuracy, and mechanics.

Day 5

7. Deliver an interview to the class with a partner.

Differentiation: Students will use various resources to respond to topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis. For example, struggling writers may be provided with a graphic organizer (e.g. T-Chart or Venn Diagram) to aid in note-taking while watching, and/or receive a modified writing prompt or alternate way to demonstrate their understanding.

Resources Provided:

- Sample interview videos
- Resources on interview questions
- Article on ethics and examples of ethical and unethical journalism



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

Curriculum Design Template

Content Area:	Journalism	Grade Level:	7th	Unit Title:	U2: News Writing Basics/Ethics
Created:	June, 2024	Board Approved on:			



Unit Overview Template

Content Area:	Journalism	Grade Level:	7th	Unit Title:	U3: Journalism and the Law
Unit Summary: Students will explore and apply different laws related to written and spoken journalism across all media platforms including social media. Using their understanding of the laws and information learned throughout the course, students will synthesize all learned information to generate a project idea. Students will create and present projects to the class.					
Primary Interdisciplinary Connections: Media Studies					
<u>21st Century Themes</u> X Creativity and Innovation X Critical Thinking and Problem Solving □ ICT Literacy X Information Literacy □ Life and Career Skills X Communication and Collaboration X Media Literacy					
Unit Rationale:	Students will explore and apply different laws related to written and spoken journalism across all media platforms including social media.				
Career Readiness (Standard 9):					
9.4.8.DC.1: Analyze the resource citations in online materials for proper use.					
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).					
9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.					
9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.					
9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.					

Learning Targets

Standards:	W.IW.7.2.D, LA.SL.7.1.B, SS.7.1, L.VI.7.4.D, 6.1.8.CivicsPI.3.b, 6.3.8.CivicsDP.2, TECH 9.4.8.TL.2, TECH 9.4.8.TL.3, TECH 9.4.8.TL.4, TECH 9.4.8.TL.6, 9.2.8.CAP.4, 9.4.8.DC.4, 9.4.8.DC.5, 9.4.8.DC.6, 9.4.8.DC.4, 9.4.8.DC.5, 9.4.8.DC.6, SEL.PK-12.1.3, SEL.PK-12.2.3, SEL.PK-12.3.2, SEL.PK-12.5.5, SEL.PK-12.2.2
Content Statements:	This unit focuses on local, state, and federal laws involved in the journalistic process which are instituted to protect journalists as well as the public. Students will synthesize the information learned from all units to generate and produce a story that falls within the law and ethical boundaries.
CPI#:	Cumulative Progress Indicator (CPI):
W. IW.7.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic
LA.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed
SS.7.1	Demonstrate command of the system and structure of the English language when writing or speaking
L.VI.7.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
6.1.8.CivicsPI.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.3.8.CivicsDP.2	Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).
TECH 9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem



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TECH 9.4.8.TL.3	Select appropriate tools to organize and present information digitally
TECH 9.4.8.TL.4	Synthesize and publish information about a local or global issue or event
TECH 9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem
SEL.PK-12.1. 3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.2. 3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3. 2	Demonstrate awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.5. 5	Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.2. 2	Recognize the skills needed to establish and achieve personal and educational goals
Unit Essential Questions: • How do ethics impact the reporting/writing of a news story? • Why is it critical to know and consider the law when writing as an ethical journalist? • Who is responsible for ethical and responsible journalism? • How do laws protect journalists and the public?	
Unit Enduring Understandings: • Journalists have to abide by local, state, and federal laws which protect themselves and the public. • Journalists have a duty to present information that is unbiased and accurate which involves extensive research. • Accurate and ethical reporting builds an understanding of the global world at a local, national, and international level.	
Unit Learning Targets: Students will... • Define new vocabulary and use it in context • Answer Short-Constructed Response Questions • Recognize the difference between libel and slander • Evaluate statements for falsehoods • Critically analyze written pieces for libel and spoken pieces for slander • Synthesize information from all units to create a journalistic presentation	



Evidence of Learning

Summative Assessment:	12 days; Summative assessment: Cumulative Journalism Project
Equipment Needed:	Laptops, Projectors/Promethean Boards, Speakers
Teacher Resources:	Website resources, Laptops, Projectors/Promethean Boards, Speakers, Class notes, Rubrics for projects

Formative Assessments:

- Vocabulary Quiz
- Multiple Choice Content Quiz
- Short-Constructed Response Questions
- Comprehension and Analytical Questions
- Small Group Discussions and Observations
- Whole Class Discussions
- Familiarity with, and adherence to, New Jersey Student Learning Standards



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Lesson Plans

Lesson	Time Frame
Lesson 1 The Constitution	45 minutes/2 days
Lesson 2 Significant Cases in Journalism	45 minutes/3 days
Lesson 3 Project Culmination	45 minutes/5 days

Teacher Notes:

Each of the lessons above can be modified at the teacher's (general ed. or special ed.) discretion, in accordance with student interests, performance ability, and applicable IEPs or 504 plans. Plans may take longer or shorter than expected based on the needs of the students and the results of formative assessments. Mini-lessons will take place on days between the longer lessons.

<https://www.newseum.org/>
<https://www.vocabulary.com/>
<http://www.encoreleaders.org/wp-content/uploads/2013/06/WSJ-terminology.pdf>
<https://studentreportinglabs.org/lesson-plans/>
<https://www.timeforkids.com/g56/?age=child>

Project Culmination

<https://www.newseum.org/>
<https://www.vocabulary.com/>
<http://www.encoreleaders.org/wp-content/uploads/2013/06/WSJ-terminology.pdf>
<https://studentreportinglabs.org/lesson-plans/>
<https://www.timeforkids.com/g56/?age=child>



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Lesson Plan 1 Template

Content Area: Journalism Lesson Title: The Constitution Time Frame: 45 minutes/2 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

- Civics
- English Language Arts
- Media Arts

Integration of Technology: Digital resources, multimedia components in presentations, OnCourse classroom (Assignment Posts, use of collaborative discussion blogs, Exit Card postings, etc.), Summative Assessment: Original, Student Generated, MultiMedia Journalism Presentations

Equipment Needed:

Laptops, Promethean Board/Projector, Speakers, OnCourse, Website Resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define new vocabulary and use it in context • Answer Short-Constructed Response Questions • Recall the First Amendment and apply the law to various situations • Evaluate statements for falsehoods • Critically analyze written pieces for libel and spoken pieces for slander	Lesson Sequence Day 1 1. Pre Assessment: Recall and define the first amendment; apply it to a situation 2. Mini-Lesson: <i>Shield Law</i> 3. Small group lesson on applying the First Amendment and 'Shield Law' to different cases Day 2 4. Constitution and Libel/Slander Assessment	• Do Now • Class Participation • Whole Class Learning Discussions • Small Group Learning Activities • Independent Learning Tasks • Constitution and Libel/Slander Assessment
Differentiation: Students will use various resources to respond to topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis. For example, struggling writers may be provided with a graphic organizer (e.g. T-Chart or Venn Diagram) to aid in note-taking while watching, and/or receive a modified writing prompt or alternate way to demonstrate their understanding.		
Resources Provided: • Class Notes • Digital Website Resources • Any materials the students may need for notetaking		



Lesson Plan 2 Template

Content Area: Journalism Lesson Title: Significant Legal Cases in Journalism Time Frame: 45 minutes/2 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

- English
- Civics
- Sociology
- Law

Integration of Technology: Digital resources, multimedia components in presentations, OnCourse classroom (assignment posts, use of collaborative discussion blogs, Exit card postings, etc), Summative Assessment

Equipment Needed: Student laptops, Promethean Board or Projector with speakers, OnCourse, Class Notes and daily materials, pens/pencils, notebooks, index cards

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Recall significant legal cases from an earlier unit and apply specific laws • Defend and argue a side of a case dependent on the law • Write to explain how the law applies to protect journalists or the public • Read and interpret informational texts • Analyze specific cases as related to different laws	Lesson Sequence Day 1 1. Do now: Explain how the First Amendment protects journalists. 2. The teacher will present a significant and historic legal case. Whole class discussion on how the laws apply to the case. Students will use whiteboards to write the law that applies to the case for a quick formative assessment. Day 2 3. Students will research a significant and historic legal case. 4. Students will apply the laws to the case in a 1-page essay.	• Do Now and Journals • Class Participation • Whole Class Learning Discussions • Small Group Learning Activities (e.g. “Pair and Share”, Editing) • Independent Learning Tasks (Reading analysis and annotations) • 1-page response to a legal case that applies the appropriate laws
Differentiation: Students will use various resources to respond to topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make		



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accommodations for individual students on an as-needed basis. For example, struggling writers may be provided with a graphic organizer (e.g. T-Chart or Venn Diagram) to aid in note-taking while watching, and/or receive a modified writing prompt or alternate way to demonstrate their understanding.

Resources Provided:

- Printed articles or access to online articles and databases for research
- Noodletools
- Evidence logs and legal terms worksheets



Lesson Plan 3 Template

Content Area:	Journalism	Lesson Title:	Culminating Project	Time Frame:	45 minutes/5 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

- English Language Arts
- Civics and Sociology
- Science, Math (dependent on the project)

Integration of Technology: Digital resources, multimedia components in presentations, OnCourse classroom (assignment posts, use of collaborative discussion blogs, Exit card postings, etc), Noodletools; Summative Assessment materials as needed for presentation which may include a projector, speaker, or Promethean board.

Equipment Needed: Student laptops, Promethean Board or Projector with speakers, OnCourse, Classnotes, and daily materials

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Conduct research for a story or interview • Synthesize information learned throughout three units • Collect information from different sources and assess the accuracy • Prepare an outline for an interview or story • Evaluate their work for legal and ethical standards, accuracy, and authenticity • Cite all evidence and sources	Lesson Sequence Day 1 1. Journal: Identify one area of journalism that you would like to further explore as a career. Explain why. 2. Share journal entries with at least two other classmates. Day 2 3. Based on your chosen career field, select a topic that you would like to develop 4. Use your class notes and research to create an outline or steps to create your project or story. Day 3 5. Write a list of interview questions or compile research based on your chosen topic. 6. Begin writing and citing sources.	• Do Now and Journals • Class Participation • Whole Class Learning Discussions • Small Group Learning Activities (e.g. “Pair and Share”, Editing) • Independent Learning Tasks (Reading analysis and annotations) • Project culmination • Digital publishing • Class Presentations



	Day 4 7. Present a rough draft of your paper and conference with a peer and or teacher. Edit as needed. Day 5 8. Present the project to the class or publish it digitally in a way that is presentable and self-explanatory.	
Differentiation: Students will use various resources to respond to topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis. For example, struggling writers may be provided with a graphic organizer (e.g. T-Chart or Venn Diagram) to aid in note-taking while watching, and/or receive a modified writing prompt or alternate way to demonstrate their understanding.		
Resources Provided: • Projector and Speakers • Class Notes • Noodletools and digital platforms for presentation		



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

Curriculum Design Template

Content Area:	Journalism	Grade Level:	7th	Unit Title:	U3: Journalism and The Law
Created:	June, 2024	Board Approved on:			



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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



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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:



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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



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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



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**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



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**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



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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.