



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

Springfield Public Schools
Springfield, New Jersey 07081

Journalism
High School

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 'Michelle Calas', is written above a horizontal line.

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

Kerry Thorburn & Alexis Mojka - Teacher



Unit Overview Template

Content Area: ELA	Grade Level: 11-12	Unit Title: Media Literacy
Unit Summary: Students will look at the role media plays in the modern world. This unit will explore the meaning and purpose of media and the influence of news and information. Media is all around. Students are surrounded by messages, through the Internet, television, networking, radio, music, videos, and cell phones. They absorb media messages constantly and then synthesize these messages into their daily lives. Today's students are enriched by an opportunity to look at media critically and to discern the different ways in which media compete for their attention in ever-growing, technologically advanced ways. This unit will attempt to instruct students in discerning the challenges that multimedia sources present and to differentiate between useful, reliable, and important messages from those of lesser quality as they move through the morass of messages.		
Primary Interdisciplinary Connections: Multimedia Sources, Culture, History, Politics, Music and Art		
21st Century Themes ☐ 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 will offer an introductory look at media and multimedia. The course, and this unit in particular, presents strategies for discerning credibility and evaluating the variety of media, and for critiquing the messages presented and the means by which those messages are presented.		
Career Readiness, Life Literacies and Key Skill Practices: TECH.9.4.12.DC.7 Evaluate the influence of digital communities on the nature, content, and responsibilities of careers and other aspects of society TECH.9.4.12.IML.1 Compare search browsers and recognize features that allow for filtering of information. TECH.9.4.12.IML.2 Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources TECH.9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations TECH.9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within information and media		

Learning Targets

Standards: NJSLs ELA	
Content Statements: Media analysis relies heavily on discerning the messages and their sources and evaluating the credibility of the sources and the messages.	
CPI#:	Cumulative Progress Indicator (CPI):
L.VL.9–10.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.



L.VL.11–12. 3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
W.WP.9–10 .4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.WP.11–12 2.4	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.
RI.IT.9–10. 3.	Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RL.IT.11–12 .3	Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RI.TS.9–10. 4.	Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.TS.11–12 .4.	Evaluate the author’s choices concerning the structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
W.SE.9–10. 6.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).



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).
SL.PI.9–10. 4,	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.PI.11–12 .4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Unit Essential Questions:

- How do we recognize the messages around us?
- How do we evaluate the worth of the messages and the sources, since media is everywhere?
- How do we judge what messages have value?
- How does media drive the world?
- Are we captive audiences?
- Who controls the messages?
- What is news writing, and an inverted pyramid structure?
- How do we discern credibility in news sources?

Unit Enduring Understandings:

- This unit will expose students to the concepts of media and multimedia, and to how to recognize the messages all around us.
- This unit will inform students about how to differentiate between useful messages and background noise and how to evaluate what we learn as we are learning it.
- This unit will help students realize the importance of ethical journalism.

Unit Learning Targets:

Students will be able to recognize, evaluate, and identify credible sources of multimedia information.

Evidence of Learning

Summative Assessment: 15 days (3 weeks)

Equipment Needed: DVD Player, Projector, Dongle, Laptops, WIFI Connection, Internet, Laws Governing Media

Teacher Resources: DVDs

Formative Assessments:

- Journal entries
- Class discussions
- Access to Internet during class for relative evaluation of sources



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- Notebook assessments
- Paired assessments of media presentations
- Critiques of ads as to message and target audience
- Quizzes on materials covered
- Projects



Lesson Plans

Lesson	Time Frame
Lesson 1 Media	4.5 hrs/5 days
Lesson 2 Multimedia and Headlines	4.5 hrs/5 days
Lesson 3 Ethics in Action	4.5 hrs/5 days

Teacher Notes:

Instruct students in discerning the challenges that multimedia sources present, and to differentiate between useful and reliable and important messages from those of lesser quality.

Curriculum Development Resources/Technology Resources:

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

<http://learning.blogs.nytimes.com/2011/08/23/student-journalism-the-value-of-school-newspapers>
[/http://journalism.indiana.edu/undergraduate/course-information-2/current-courses](http://journalism.indiana.edu/undergraduate/course-information-2/current-courses)
<http://www.hsj.org>
<https://sites.google.com/view/missouri-jschool-hslessonplans/missouri-high-school-journalism-project/journalism-ethics?authuser=o>



Lesson Plan 1 Template

Content Area: Journalism Lesson Title: Media Time Frame: 4.5 hrs/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: Internet, TV

Equipment Needed: Laptops, Newspapers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Read and interpret news stories from various sources - Identify facts related to topics - Discern the value of sources - Analyze the credibility of the topic, facts, and sources - Create a list of headlines that incorporate real and imaginary topics	Lesson Sequence - Read, interpret, and evaluate news stories from a variety of sources - Define media and multimedia, Identify types of media - Recognize the importance of the First Amendment and apply it in a variety of situations through class discussion - Identify various news items that deal with the First Amendment	- Class discussion - Comparison - Creation of lists of media and multimedia sources - Samples of media and multimedia sources - Application of First Amendment concerns today - Paper on how pervasive media is today
Differentiation: Student choice provides differentiation, as well as expectations in project products.		



Resources Provided:

- Newspapers
- Internet sources
- Paper, markers, printer



Lesson Plan 2 Template

Content Area: Journalism Lesson Title: News or Hype Time Frame: 4.5 hours/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: History/Civics

Integration of Technology: Internet

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Evaluate news stories found on the Internet - Discern 'news' from hype - Create a game or poster that will serve as the basis for discerning differences between hype and real news - Analyze sources for credibility	Lesson Sequence - Read, interpret, and evaluate headlines from a variety of sources - Investigate sources related to the topic - Analyze credibility - Create a list of possible headlines that include real and imaginary concerns - Create a game card that allows other students to select real from the imagined headline - Present the game to the class, each group taking a turn to present the headline game	- Evaluation write-up on a news story that indicates the credibility of the source - Creation of headline - Class discussion - Presentations



Differentiation:

Students may choose much of the materials used, and base their choices on their own interests or talents, or develop new, challenging ones.

Resources Provided:

- Internet
- Newspapers



Lesson Plan 3 Template

Content Area: Journalism Lesson Title: Ethics in Action Time Frame: 4.5 hours/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: 21st Century Career Readiness skills

Integration of Technology: Internet

Equipment Needed: Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify some common ethical problems journalists face - Explain what constitutes an “ethical dilemma” - Explain major ethical decision-making approaches - Apply ethical decision-making approaches to ethical dilemmas - Reinforce knowledge of SPJ Code of Ethics	Lesson Sequence - Students will define the term "right decision" and how someone knows when it's the "right decision." They will provide examples. - Students will take notes on ethical dilemmas journalists face in the field using video notes from the Missouri High School Journalism Project. - Students will brainstorm as a class: What does “good journalism” look like? What does “bad journalism” look like? Then in pairs discuss: "What news content has struck you as being	- Class discussion - Guided Notes - Google Slide Presentation - Oral Presentation



Solve and present an ethical case study	unethical? What about it made you think it was unethical? What should have been done?" 4. Students will break into groups of three or four. Each group will receive a hypothetical scenario from the Markkula Center for Applied Ethics. As a group, they will create a slide presentation that does the following: - Summarizes the case study - Responds to the questions - Links the problems in the cases to the SPJ Code of Ethics: How do these dilemmas relate to journalistic duties and how should they be resolved? - Defends their course of action by arguing for an alternative. 5. Students will present the solutions to their ethical case studies while the other groups determine if it was the “right” decision.	
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Differentiation: Students will work in predetermined small groups but will receive a choice of case study.
Resources Provided: SPJ Code of Ethics



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- Case Studies from Markkula Center for Applied Ethics
- Missouri High School Journalism Project “Journalism Ethics” Video



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: ELA	Grade Level: 9-12	Unit Title: Media Literacy
Created: Kerry Thorburn & Alexis Mojka		Board Approved on:



Unit Overview Template

Content Area: ELA **Grade Level:** 11-12 **Unit Title:** II: Media and Journalistic Terms

Unit Summary: Unit Two- This unit develops ideas begun in Unit One, and takes the students into a greater understanding of the role of media and journalism in our lives. We investigate many aspects of media, with a specific focus on print media, the history of the American press, journalism's formats and structures, and how to apply what is learned practically, including the importance of visual imagery in today's social world.

Primary Interdisciplinary Connections: ELA

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

Unit Rationale: In this unit the students will investigate the history of the newspaper in America, along with the laws that govern freedom of the press and limits imposed such as libel, *Hazelwood*, et. al. They will look at how the idea of a free press, and the embracing of the people's right to know encouraged the American Revolution. This unit will include an overview of journalistic terms, such as Yellow Journalism, and papers that evolved from news sources to commercial enterprises. We will also look at the ever-growing importance of images in our media-saturated world, create a photo journal essay on a selected cultural topic, and conduct an investigation into the interrelation of photography, images, and media.

Life Literacies and Key Skills:

TECH.9.4.12.IML.1 Compare search browsers and recognize features that allow for filtering of information.

TECH.9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations

TECH.9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Learning Targets

Standards: NJSL ELA

Content Statements: Building on an understanding of the basis of media, looking at the history of the American newspaper and media sources, this unit further develops an understanding and application of particular types of writing and strategies for a variety of media.

CPI#:	Cumulative Progress Indicator (CPI):
W.IW.9–10.2.	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.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.9–10 .4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.WP.11–12 2.4.	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.9–10. 6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
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).
RI.PP.9–10. 5.	Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
RI.PP.11–12 .5.	Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.



W.AW.9–10 .1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
W.AW.11–1 2.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.NW.9–1 0.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.NW.11–1 2.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Unit Essential Questions:

- What does the history of the American newspaper have to do with understanding print media today?
- How do headlines change when the writing style changes?
- How does the First Amendment impact American Journalism?
- How do the writing process and the final product for features, opinion pieces, reviews, sports articles, investigative pieces, social media, and photojournalism differ?
- How has social media impacted the way news outlets operate?

Unit Enduring Understandings:

- This unit looks at print media and layout style and structure.
- In this unit, students will explore a variety of writing styles appropriate for journalism and print media, including new writing, headlines, opinions, and writing and rhetorical strategies that enhance print media.
- This unit explores the impact free speech has on American Journalism.
- This unit encourages students to apply writing styles and journalistic terms to create sample types of writing appropriate for print and internet media.

Unit Learning Targets:

Students will be able to discuss the history of the American newspaper and how it encouraged free press rights identify and apply various types of writing and rhetorical strategies appropriate to print media, and be able to speak to the importance of images in media.



Evidence of Learning

Summative Assessment: 20 days

Equipment Needed: Newspapers, Magazines, Samples of a variety of print media

Teacher Resources: laptop

Formative Assessments:

- Journal entries
- Notebook notes
- Assessment discussions
- Writing samples
- Definitions of terms
- Interviews
- Opinion pieces
- Headline project
- Group work



Lesson Plans

Lesson	Time Frame
Lesson 1 History of the American Newspaper	10 days
Lesson 2 Writing for Social Media	3 days
Lesson 3 Opinion	5 days

Teacher Notes:

Students will investigate the history of the newspaper in America, along with the laws that govern freedom of the press.

Curriculum Development Resources/Technology Resources:

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

<http://learning.blogs.nytimes.com/2011/08/23/student-journalism-the-value-of-school-newspapers>

<http://journalism.indiana.edu/undergraduate/course-information-2/current-courses>

<http://www.hsj.org>

<https://sites.google.com/view/missouri-jschool-hslessonplans/missouri-high-school-journalism-project/journalism-ethics?authuser=o>



Lesson Plan 1 Template

Content Area: ELA	Lesson Title: History of the American Newspaper	Time Frame: 5 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: History

Integration of Technology: Use of Laptops, Internet Research

Equipment Needed: Laptops, News Magazines, Newspapers, PressTime Text

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify trends and laws governing the American press - Discern the importance of concepts regarding freedom of the press - Recognize and define terms associated with American news - Provide a context for American newspapers and explain the development of freedom of the press	Lesson Sequence: - Research the history and key elements in the formation of the American press, focusing on issues such as libel, and First Amendment rights, as well as limits on those rights, using text and research sources on laptops - Work collaboratively to collect data and select one early paper or pamphlet to create a project	- Journal entries - Group work - Projects in stages of development - Projects presented--both the visual and the reports - Self-evaluations on projects



• Explain limits on freedom of the press	3. Work on a visual and a report to be shared with the class on the selected paper 4. Trace the key elements in the development of the selected paper to present to the class (example: NYTimes began as a penny press, evolved into the newspaper of record, "Yellow Journalism" began as a result of color bleed from a cartoon, et. al) 5. Present visuals and report to the class	
Differentiation: Students may choose topics to cover and work collaboratively on projects.		
Resources Provided: • Texts • Laptops • Poster paper • Materials for posters		



Lesson Plan 2 Template

Content Area: ELA Lesson Title: Writing for Social Media Time Frame: 3 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: Cultural Literacy

Integration of Technology: Internet, Social Media Apps

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify an appropriate tone - Determine goals for social posts - Design an organization “brand” - Explain how social media enhances and detracts from the news - Analyze the goals of various social media - Demonstrate the basics of writing social media posts for different platforms.	Lesson Sequence - Discuss how students use social media in their lives. - Take guided notes on how and why news outlets use social media; the anatomy of a social post; and tips for specific platforms. - In groups, write social posts for Twitter, Instagram, and Facebook with varying goals, such as reactions, conversation starters, shares, and clicks. Students will compose posts differently for each platform. - Present their posts and discuss. - Locate current news stories, determine goals for a social post, and	- Discussion - Guided Notes - Social Posts - Presentation



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	independently write a post for the story.	
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Differentiation:

Student choice for projects; adaptations of requirements where needed

Resources Provided:

- Internet
- Sample Social Media Posts



Lesson Plan 3 Template

Content Area: ELA Lesson Title: Photo Journal Essay Time Frame: 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: Cultural Literacy, Practical Arts

Integration of Technology: Use of laptops, Internet Media Sources

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discern the importance of images in relation to text - View and critique examples of photojournalistic essays - Identify a topic on which to create a photojournalistic essay - Select images that provide a balance for the topic chosen, a way to tell a story with images and text - Create an effective headline, text, and layout design for the essay	Lesson Sequence - Evaluate the importance of pictures and images in telling a news story - Research a topic on a chosen area of interest (Here is where differentiation can apply.) - View and evaluate sample essays - Create a two-page photojournalistic essay that provides a balance between text (copy) and images, whether charts, pictures, graphs, or other forms. Select a headline and decide on a layout design for maximum effect - Create an assembly photojournalistic essay	- Notes - Discussion - Group work - Topic selection - Collection of useful images - Assembly of project - Presentation of the project to the class - Photojournalistic essay



	6. Present journal to class	
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Differentiation:
Choice of topic; Grouped into pairs

- Resources Provided:**
- Sample forms of print media
 - Internet
 - Word processing (laptops)
 - Materials needed for final project



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: ELA	Grade Level: 11-12	Unit Title: Media and Journalistic Terms
Created: Kerry Thorburn & Alexis Mojka		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



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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
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



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.