



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

Springfield Public Schools
Springfield, New Jersey 07081

Middle School
Creative Writing

Curriculum Guide

2024

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

Springfield Board of Education
Approved on July 29, 2024

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

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

Resolution: 28

Introduced By: Mrs. Saha

Seconded By: Mrs. Turnbull

Adopted: July 29, 2024

Curriculum Adoption

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

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

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

b. Middle School ELA Elective Courses

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

c. High School ELA Elective Courses

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

d. ESL (K-12)

- Elementary ESL
- Middle/High School ESL

e. Middle and High School World Language Curriculum

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

f. Florence M Gaudineer Program of Studies

Michelle Calas, School Business Administrator/Board Secretary

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

(continued)

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

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

SEAL



Michelle Calas
School Business Administrator/ Board Secretary



**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

Kim Tuttle ~ Teacher

Jill Friedman ~ Teacher



Unit Overview Template

Content Area:	Creative Writing	Grade Level:	8	Unit Title:	Poetry
Unit Summary: “What is Poetry?”, Blackout Poetry, and Odes					
Primary Interdisciplinary Connections: Literature					
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 examine how poets convey messages about ourselves, society, and the human condition.					
Career Readiness (Standard 9):					
• Demonstrate creativity and innovation. • Utilize critical thinking to make sense of problems and persevere in solving them. • Use technology to enhance productivity, increase collaboration and communicate effectively.					

Learning Targets

Standards:	NJSLSA.R1, NJSLSA.R4, NJSLSA.R5, NJSLSA.R6, NJSLSA.R10, NJSLSA.W4., NJSLSA.W5, NJSLSA.W6, NJSLSA.W10, NJSLSA.SL4, NJSLSA.SL6., NJSLSA.L5, NJSLSA.L6
Content Statements:	• Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. • Assess how point of view or purpose shapes the content and style of a text. • Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. • Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.



- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- Demonstrate understanding of word relationships and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CPI#:	Cumulative Progress Indicator (CPI):
RL.CR.8.1.	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
RL.TS.8.4.	Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
RL.PP.8.5.	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
RL.MF.8.6.	Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.
W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
W.WR.8.5.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.SE.8.6.	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
W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.AS.8.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
TECH.9.4.8. IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
TECH.9.4.8. IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
TECH.9.4.8. TL.3	Select appropriate tools to organize and present information digitally.
SEL.PK-12.1 .1	Recognize one's feelings and thoughts.
SEL.PK-12.2 .1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.
SEL.PK-12.3 .1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12.5 .2	Utilize positive communication and social skills to interact effectively with others.

Unit Essential Questions:

- What is poetry?
- What are the different types of poetry?
- How does figurative language represent a poet's vision?
- How can poetry's emotion be expressed through a spoken word performance?
- How do we make meaning of poetry?
- How do poets express themes of self and identify?
- How does word choice help readers experience poetry?

Unit Enduring Understandings:

- Students will understand that poetry can be interpreted in many ways.
- Students will make deliberate and thoughtful decisions about style, tone, rhythm, structure, and word choice.
- Students will recognize that poetry can take many forms.
- Students will acknowledge that poetry is about the use of carefully chosen language.

Unit Learning Targets:

Students will....

- Define academic vocabulary.
- Compose poetry of varying styles and structures.



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- Recognize and pen figurative language.
- See poetry in the world around them.



Evidence of Learning

Summative Assessment: 1 day: Portfolio of Poems

Equipment Needed: Laptop

Teacher Resources: Google, model poems

Formative Assessments:

- Participation
- TedEd Questions
- Discussion
- Free Verse Poem
- Blackout Poetry
- Odes
- Presentation
- Sharing Circles



Lesson Plans

Lesson	Time Frame
Lesson 1 “What is Poetry?”	2 days
Lesson 2 “Blackout Poetry”	1 day
Lesson 3 “Odes”	3 days

Teacher Notes:

Teachers may choose example poems that best suit the needs of the class.

Curriculum Development Resources/Technology Resources:

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

<https://bookriot.com/different-types-of-poems/>

<https://literacyideas.com/elements-of-poetry/>

<https://blog.reedsy.com/guide/creative-writing/>



Lesson Plan 1 Template

Content Area: Creative Writing Lesson Title: What is Poetry? Time Frame: 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: Literature

Integration of Technology: Google Classroom, TedEd

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Distinguish between prose and verse. - Define and provide examples of simile, metaphor, personification, alliteration, rhyme, onomatopoeia, hyperbole, imagery, and repetition. - Identify the poetic form, including lines, stanzas, verse, refrain, couplets, and speaker. - Interpret figurative language within example poems. - Identify the speaker and intended audience in example poems. - Analyze symbols and tone within example poems.	Lesson Sequence - The teacher reads passages aloud. Students vote on whether the passage is poetry or prose and discuss why. - View “What Makes a Poem a Poem?”. Respond to TedEd “Think” questions. Discuss what classifies a piece of writing as poetry. - View a presentation, and take notes on poetic terminology. - Practice identifying elements of poetry and figurative language within sample poems. - Compose free verse poems about any topic. Include examples of figurative language.	- Participation - TedEd Questions - Discussion - Free Verse Poem
Differentiation: Guided notes will be provided. A transcript of the video will be available.		
Resources Provided: Read Aloud Passages		



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- [“What Makes a Poem a Poem?”](#)



Lesson Plan 2 Template

Content Area: Creative Writing Lesson Title: Blackout Poetry Time Frame: 1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Journalism

Integration of Technology: Google

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Repurpose a newspaper article. ● Create poetry from informational text. ● Link ideas together through poetry.	Lesson Sequence 1. Skim the article without reading every word. Find a word, phrase, or general theme. 2. Go through and lightly circle potential words or phrases to use. On a blank piece of paper, write them down in order, and then read through them. Cross out the words that don't fit with the vision of the poem. Add a few connecting words (like "a", "the", "it", etc.). 3. Boldly box the words to be kept in the poem with a pen, Sharpie, dark pencil, etc. Erase any circles around words that are not needed. 4. Read through the final poem. Sketch in a few images or symbols on the page that relate to the theme of the poem. Using a Sharpie, pen, or pencil,	● Chosen newspaper article with circled words ● Final copy of Blackout Poetry ● Participation



	black out everything that is NOT a word in the poem or one of the sketches.	
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Differentiation:

Students who have difficulty determining where to begin may be given an article with a few words already circled.

Resources Provided:

- Blackout Poetry examples
- Newspaper articles
- Sharpie



Lesson Plan 3 Template

Content Area: Creative Writing Lesson Title: Odes 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: All applicable dependent on student choice

Integration of Technology: Google Classroom, YouTube

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define ode. - Recognize the structure of an ode. - Compose an ode. - Perform the ode as spoken-word poetry.	Lesson Sequence - Choose an everyday object. List all the possible purposes of that object except the one it's actually used for. - View Ariana Brown's "Ode to a Thrift Store." Discuss the theme, powerful phrases, and structure, and critique the speaker's presentation of the poem. - View a presentation on how to compose an ode. - Discuss possible topics to write an ode about. - Choose a topic and a format. - Create an outline of the ode, breaking each part into a new stanza. Create three or four stanzas that address three or four different aspects of the topic to give the ode structure. - Read the ode out loud and make a note of how it	- List (Do-Now) - Discussion - Ode - Spoken-word Presentation



	sounds. Make any necessary changes. 8. Perform the poem.	
Differentiation: Students who struggle may choose to write an ode that does not rhyme. Students who have difficulty speaking in public may record themselves performing the poem.		
Resources Provided: ● Presentation ● Examples of Odes ● Transcript to “Ode to Thrift Stores”		



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:	Creative Writing	Grade Level:	8	Unit Title:	Poetry
Created:	May 2024	Board Approved on:			



Unit Overview Template

Content Area: Creative Writing **Grade Level:** 8 **Unit Title:** Fiction

Unit Summary: Students will focus on how fiction guides people to convey messages about society and humans.

Primary Interdisciplinary Connections: Literature

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 examine how fiction conveys messages about ourselves, society, and the human condition.

Career Readiness (Standard 9):

- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity, increase collaboration and communicate effectively.

Learning Targets

Standards: NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R4, NJSLSA.R5, NJSLSA.R6, NJSLSA.R10, NJSLSA.W3, NJSLSA.W4., NJSLSA.W5, NJSLSA.W6, NJSLSA.W10, NJSLSA.SL4, NJSLSA.SL6., NJSLSA.L5, NJSLSA.L6

Content Statements:

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- Demonstrate understanding of word relationships and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CPI#:	Cumulative Progress Indicator (CPI):
RL.TS.8.4	Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
RL.CI.8.2.	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.8.3.	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
RL.TS.8.4.	Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
RL.PP.8.5.	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
RL.MF.8.6.	Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.
W.NW.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.



W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
W.WR.8.5.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.SE.8.6.	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.
SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.AS.8.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
TECH.9.4.8. IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
TECH.9.4.8. IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
TECH.9.4.8. TL.3	Select appropriate tools to organize and present information digitally.
SEL.PK-12.1 .1	Recognize one's feelings and thoughts.
SEL.PK-12.2 .1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.
SEL.PK-12.3 .1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12.5 .2	Utilize positive communication and social skills to interact effectively with others.

Unit Essential Questions:



- What is fiction?
- What are the different genres of fiction?
- How does literature mirror life?
- How can we analyze/summarize a piece of writing?
- How are various texts organized?
- How do experience and personality influence an interpretation of the text?
- How do the words and mood show attitude?
- What are the underlying messages in the text?
- How is the theme supported within the text?
- How do we draw meaning and understanding from a given text?
- How does dialogue advance the plot?
- How does the setting influence a plot and characterization?

Unit Enduring Understandings:

- Students will understand that fiction can be interpreted in many ways.
- Students will make deliberate and thoughtful decisions about style, tone, structure, and word choice.
- Students will recognize that fiction can take many forms.
- Students will acknowledge that fiction focuses on a carefully constructed plot with an influential setting and believable characters.

Unit Learning Targets:

Students will....

- Define academic vocabulary.
- Understand why writers write and share their real or imagined experiences/stories.
- Determine what makes a story engaging.
- Recognize how we learn about each other and the world through sharing our stories.
- Decide how to organize and structure story/narrative writing.



Evidence of Learning

Summative Assessment: 1 day: Portfolio of fiction pieces

Equipment Needed: Laptop

Teacher Resources: Google, model fiction

Formative Assessments:

- Participation
- Notes
- Discussion
- Freytag's Pyramid
- Anchor charts
- Writing pieces
- Reflections
- Sharing Circles



Lesson Plans

Lesson	Time Frame
Lesson 1 Intro to Plot	1 day
Lesson 2 Show, Don't Tell	1 day
Lesson 3 Characterization	2 days

Teacher Notes:

Teachers may choose example fiction pieces that best suit the needs of the class.

Curriculum Development Resources/Technology Resources:

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

<https://www.writerswrite.co.za/the-17-most-popular-genres-in-fiction-and-why-they-matter/>

<http://www.drbramedkarcollege.ac.in/sites/default/files/Elements-Literature.pdf>

<https://authority.pub/creative-writing-examples/>



Lesson Plan 1 Template

Content Area: Creative Writing Lesson Title: Intro to Plot Time Frame: 1 day

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: Cinema Studies

Integration of Technology: Google Classroom, YouTube

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Brainstorm the types of stories they like, and determine what elements appeal to them. - Take note of the 5 Elements of a Story and elements of plot using Freytag's Pyramid. - Analyze mentor texts to examine how authors incorporate the elements of a story. - Analyze a mentor text for elements of the plot.	Lesson Sequence - Brainstorm a list of stories, movies, TV shows, plays, etc. that they enjoy. Then pick one to describe in detail. Students will explain what elements of that story appeal to them and discuss. - View the "5 Elements of a Story Rap." They will be asked to take notes on each element. The class will review each element in detail. - Students will analyze these elements in mentor texts. - Students will review the elements of the plot and Freytag's Pyramid. Students will view "Mike's New Car" and fill-in the plot elements on Freytag's Pyramid. - Students will read and analyze "Boar Out There" for elements of plot.	- Discussion - Notes - Freytag's Pyramid
Differentiation: Guided Notes will be provided.		



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Resources Provided:

- [Mike's New Car](#) video
- Copy of "Boar Out There"
- Notes Outline



Lesson Plan 2 Template

Content Area: Creative Writing Lesson Title: Show, Don't Tell Time Frame: 1 day

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: Art

Integration of Technology: Google Classroom

Equipment Needed: Laptop, poster paper

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define “Show, Don’t Tell.” - Practice descriptive writing. - Create emotion anchor charts.	Lesson Sequence - Examine images in a picture book. Analyze how the images describe what the words say. - Review “Show, Don’t Tell” examples. Discuss why they are more effective. - Discuss the methods to improve descriptive writing. - Create anchor charts for emotions that describe: - What the emotion looks like - Body language/posture - Appearance of eyes and face - Actions - Teacher <u>will provide sentences</u> that “tell.” Students will turn them into sentences that “show.”	- Discussion - Anchor Charts - Writing
Differentiation: Individual copies of completed anchor charts.		
Resources Provided:		



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- [Show Don't Tell: How to Show Not Tell in Writing With Exercises](#)
- ReadWriteThink: Show-Me Sentence [Handout](#)
- Poster paper/markers
- Children's book (based on teacher's discretion)



Lesson Plan 3 Template

Content Area: Creative Writing Lesson Title: Characterization Time Frame: 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: Literature

Integration of Technology: Google Classroom

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Distinguish between direct and indirect characterization. - Displace a character to analyze his/her traits.	Lesson Sequence - Read a sample short story. Discuss the characterization of the main character. Complete graphic organizer. - Brainstorm other worlds that are different from the one in the story. - Take the character out of their “world” or “text,” and place them in another. - Discuss how a character would interact with others outside their own story. - Write the character into a scene of another story, TV show, or movie. - In a short reflection, determine which characteristics stand out or blend in. How does changing the setting change the character?	- Discussion - Written scene - Reflection
Differentiation: Students may be provided with images of different worlds or a list of character traits.		



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

Resources Provided:

- Short story (based on teacher discretion)
- [Teaching Characterization](#)



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:	Creative Writing	Grade Level:	8	Unit Title:	Fiction
Created:	May 2024	Board Approved on:			



Unit Overview Template

Content Area: Creative Writing **Grade Level:** 8 **Unit Title:** Memoirs

Unit Summary: Six-Word Memoirs, *Memoirs of a Goldfish*, and Memoir Trailer

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: This unit will examine how memoir enhances self reflection.

Career Readiness (Standard 9):

- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity, increase collaboration and communicate effectively.

Learning Targets

Standards: NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R4, NJSLSA.R5, NJSLSA.R6, NJSLSA.R10, NJSLSA.W3, NJSLSA.W4., NJSLSA.W5, NJSLSA.W6, NJSLSA.W10, NJSLSA.SL4, NJSLSA.SL6., NJSLSA.L5, NJSLSA.L6

- Content Statements:**
- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
 - Assess how point of view or purpose shapes the content and style of a text.
 - Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.



- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- Demonstrate understanding of word relationships and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CPI#:	Cumulative Progress Indicator (CPI):
RL.CR.8.1.	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
RL.CI.8.2.	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.8.3.	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
RL.TS.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.PP.8.5.	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
RL.MF.8.6.	Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.
RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
W.NW.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.



W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
W.WR.8.5.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.SE.8.6.	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
W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.AS.8.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
TECH.9.4.8. IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
TECH.9.4.8. IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
TECH.9.4.8. TL.3	Select appropriate tools to organize and present information digitally.
SEL.PK-12.1 .1	Recognize one's feelings and thoughts.
SEL.PK-12.2 .1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.
SEL.PK-12.3 .1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12.5 .2	Utilize positive communication and social skills to interact effectively with others.

Unit Essential Questions:

- What is memoir?
- What is the purpose of telling stories in the form of a memoir?
- Why do some memories stand out so distinctly from the others?
- What tools/styles best enable us to express our experiences?



- How can we use memoirs to make sense of our own experiences?
- What can we learn from memoirs about the human experience?

Unit Enduring Understandings:

- Students will understand that memoirs describe only a significant part of one's life.
- Students will recognize that memoirs contain key components to create the story.
- Students will acknowledge that reading others' memoirs allows us to explore what life is like for someone else.
- Students will realize that writing is a reflective process.

Unit Learning Targets:

Students will...

- Define academic vocabulary.
- Understand why writers write and share their personal experiences/stories.
- Conclude that experiences, relationships, history, and culture influence identity.
- Determine how writers use craft to highlight emotion and complex inner thinking.
- Recognize how we learn about each other and the world through sharing our stories.



Evidence of Learning

Summative Assessment: 1 day: Portfolio of Memoirs

Equipment Needed: Laptop

Teacher Resources: Google, model memoirs

Formative Assessments:

- Six-Word Memoirs
- Discussion
- Venn Diagram
- Journal Entries
- Reflections
- Memoir Trailers
- Brainstorming
- Storyboard and Script
- Narrated Trailer
- Presentation



Lesson Plans

Lesson	Time Frame
Lesson 1 Six-Word Memoirs	2 days
Lesson 2 “Memoirs of a Goldfish”	1 day
Lesson 3 Memoir Trailers	3 days

Teacher Notes:

Teachers may choose example memoir pieces that best suit the needs of the class.

Curriculum Development Resources/Technology Resources:

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

<https://blog.reedsy.com/guide/memoir/>

<https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/ela-grade-7---how-to-write-a-memoir-1-0-unit.pdf?sfvrsn=2>

<https://docs.google.com/viewer?a=v&pid=sites&srcid=Z28ub2VzLmVkdXx0YW1iZWxsaW5pa3xneDoxZGE1Y2ZiYjk4NThkNGE0>

<https://www.common sense.org/education/lesson-plans/memorable-memoir-moment>

<https://wayneresa-public.rubiconatlas.org/Atlas/Develop/UnitMap/View/Default?UnitID=22407&YearID=2020&CurriculumMapID=1221&>



Lesson Plan 1 Template

Content Area: Creative Writing Lesson Title: Six-Word Memoirs Time Frame: 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: All applicable dependent on student choice.

Integration of Technology: Google Classroom

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define memoir. - Distinguish between memoir and autobiography. - Analyze the meaning of sample six-word memoirs. - Compose a series of six-word memoirs.	Lesson Sequence - Read “How to Write a Memoir” from <i>The American Scholar</i>, by William Zinsser. Determine the central ideas of this text and how they are developed, as well as determine how Zinsser distinguishes his position on memoir writing from others. - Create a Venn Diagram of how autobiographies and memoirs compare/contrast. - Read sample six-word memoirs and analyze their themes. - Compose a series of six-word memoirs.	- Discussion - Venn Diagram - Six-Word Memoirs
Differentiation: Students may be provided with topics to write about or may imitate a sample memoir.		
Resources Provided: “How to Write a Memoir” Example Six-Word Memoirs		



Lesson Plan 2 Template

Content Area: Creative Writing Lesson Title: *Memoirs of a Goldfish* Time Frame: 1 day

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: All applicable dependent on student choice.

Integration of Technology: Google Classroom, YouTube

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define 1st person point of view. - Explain how 1st person point of view impacts the way a story is told. - Determine the narrator's point of view and his reasoning for telling the story. - Write a series of short journal entries recounting experiences from the past week.	Lesson Sequence - Students will read <i>Memoirs of a Goldfish</i>. They will discuss the point of view and how it influences how the story is told. - Discuss why the goldfish tells his story. - Compose a series of short journal entries recounting experiences from the past week. - Reflect on each entry. What can be learned from the experience?	- Discussion - Journal Entries - Reflection
Differentiation: Students will be given leading questions to recall their experiences.		
Resources Provided: <i>Memoirs of a Goldfish</i>		



Lesson Plan 3 Template

Content Area: Creative Writing Lesson Title: Memoir Trailers 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: All applicable dependent on student choice.

Integration of Technology: Google Slides, QuickTime, iMovie

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Brainstorm key moments that have had an impact on one's life. - Utilize imagery and details to convey a specific event. - Draft a script to capture the meaningful moment for a memoir. - Use speaking and presentation skills for an authentic audience.	Lesson Sequence - Discuss how certain events have shaped students' lives. - Provide students with a scenario: "Congratulations! Due to your fame, fortune, and success, you've been approached to write your own memoir! Select an important "moment" or event from your life that could be a good "trailer" to help sell your book. You will need to provide plenty of sensory details or imagery so that your readers or viewers can vividly experience what you're describing. - Brainstorm some impactful moments or life events.	- Discussion - Brainstorming - Storyboard and Script - Narrated Trailer - Presentation



- | | | |
|--|--|--|
| | <ol style="list-style-type: none">4. Choose one and create a teaser for the memoir. Include a storyboard and script using Google Slides.5. Using iMovie or Quicktime, record the narration for the trailer.6. Present the trailer. | |
|--|--|--|

Differentiation:

Students may be given topics to write about. Students may also use pictures from real events to spark their imagination.

Resources Provided:

- Guides for using Quicktime and iMovie
- Google Slides template



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:	Creative Writing	Grade Level:	8	Unit Title:	Memoirs
Created:	May 2024	Board Approved on:			



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Accommodations and Modifications for ESL Students

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

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

Mission Statement

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

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

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

Goals:

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

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

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

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

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

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

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

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

Procedures

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

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

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

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

Resource Links

https://riversideinsights.com/cognitive_abilities_test

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

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

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

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

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

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

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

NJDOE Fast Facts

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

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

Math/ELA

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

STEM

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

Enrichment Events

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