



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

Springfield Public Schools

Springfield, New Jersey 07081

English I Honors

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

(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**

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

Dr. Norman Francis ~ Principal of Jonathan Dayton High School

Candice Schiano ~ Supervisor of Humanities

Karyn Chomko ~ English Teacher



Introduction

This template is the product of an initiative led by the New Jersey Department of Education, Office of Academic Standards, in partnership with the New Jersey Association for Supervision and Curriculum Development (NJASCD) and the New Jersey Principals and Supervisors Association (NJPSA). The project was undertaken with the assistance of New Jersey content area supervisors, curriculum coordinators, and teachers during the spring of 2022. The goal of the project was to design exemplar unit plans and accompanying lesson plans aligned with the 2022 Core Curriculum Content Standards that may be used by districts as models for the development of local curricula.

The Unit Overview Template, which follows, is a tool that can help districts define one unit plan of several that comprise a specific course in the curriculum for any content area. It is designed, once completed, to summarize the content and objectives for the unit, outline lessons and assessments that support the unit, and provide links to documents that facilitate delivery of the unit, such as student materials, background information, resources, and performance rubrics. To see how the units fit together in the design of a course, see the Curriculum Design Template included at the end of this document.

Seven content area Unit Overviews were created as part of the project to serve as exemplar unit plans that are aligned with the 2022 Core Curriculum Content Standards and that assist in achieving the goal of engaging students, fostering achievement, and cultivating 21st century global skills. The units stress the integration of 21st century themes and skills, global perspectives, technology, and cross-curricular connections.

We encourage districts to use the exemplars in conjunction with the curriculum development tools and templates that emanated from this project as models for teaching and learning based on the 2022 standards.



Unit Overview Template

Content Area: English I Honors

Grade Level: 9

Unit Title: Variety of Short Stories Showcasing Relationships & *Of Mice and Men* or *Bread Givers* &

Unit Summary: This unit will focus on the variety of relationships that exist between characters in short stories, poems, and *Of Mice and Men* or *Bread Givers*

Primary Interdisciplinary Connections: Social Studies

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: By the conclusion of this unit, students will gain greater insight into types of relationships, how social class, language and culture affect relationships, and how relationships evolve over time.

Learning Targets

Standards: NJSLS-ELA

Content Statements:

(CR) Close Reading of Text: By the end of grade 12, 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.

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

(TS) Text Structure: By the end of grade 12, 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.

(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.

(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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

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



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(RW) Range of Writing: By the end of grade 12, 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.

CPI#:	Cumulative Progress Indicator (CPI):
RL.CR.9–10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RL.IT.9–10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
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.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.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.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.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

Unit Essential Questions:

- How do relationships evolve over time?
- How do relationships affect one's identity?
- How do relationships affect society?
- How do social class, language, and culture affect relationships?

Unit Enduring Understandings:

- Relationships are affected by economic, interpersonal, and social interactions.
- The types of relationships one has can affect one's identity.
- Relationships evolve as a result of interpersonal interactions.

Unit Learning Targets:



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Students will compare and contrast the ways that characters and individuals overcome challenges in literary selections, combine prior knowledge and references from the text to make inferences about character motivation, use inferences to draw conclusions and make predictions, use textual support to elaborate upon and justify character actions, and determine the author's purpose for writing a given piece of literature.



Evidence of Learning

Summative Assessment: Upon completion of this unit, students will write a short story depicting a relationship (either adversarial or supportive) with an ironic ending. In addition, students will create a book jacket reflecting their short story.

Equipment Needed: Actively Learn (digital application through Clever) **and/or** Prentice Hall Gold Literature text (for the reading of poems, narratives, short stories, etc...), laptops (use of OnCourse), *Of Mice and Men* or *Bread Givers* texts, speakers, projector

Teacher Resources: Actively Learn (digital application through Clever) **and/or** Prentice Hall Gold Literature book (short stories within), laptops (internet and OnCourse), overhead projector, *Of Mice and Men* **and/or** *Bread Givers* texts

Formative Assessments:

- Actively Learn literary analysis multiple choice questions and open-ended written responses
- Exit cards, Do nows, Journals
- Reading check quizzes
- Resource links via OnCourse



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Lesson Plans

Lesson	Time Frame
Lesson 1: "The Most Dangerous Game" Character Analysis	1 class period
Lesson 2: Irony: "The Most Dangerous Game," "The Gift of the Magi," "The Interlopers," and "The Necklace"	1 class period
Lesson 3: <i>Of Mice and Men</i> Relationship Scene Analysis	1 class period
Lesson 4: Edgar Allan Poe Mood Artistic Medium Comparison	6-8 class periods
Teacher Notes: website links, short stories, OMAM character sheet, Edgar Allan Poe stories/poems	
Curriculum Development Resources/Technology Resources: laptops, Actively Learn, Common Lit,, Internet resources, speakers, projector	



Lesson Plan 1 Template

Content Area: English 1 Honors **Lesson Title:** "The Most Dangerous Game" Character Analysis

Time Frame: 1 class period

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, Psychology

Integration of Technology: laptops, digital graphic organizer

Equipment Needed: laptops, Prentice Hall Gold Literature textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Determine whether General Zaroff and Sandford Rainsford are static or dynamic characters. - Provide evidence of the characters' change in moral standards and decisions that arise from that change, or lack thereof.	Lesson Sequence - Provided with the definition of the terms “static character” and “dynamic character” determine which characters from their summer reading text could fall into each category. - Cite summer reading text. - Using the same criteria as the summer reading analysis, write a paragraph for each character (General Zaroff and Rainsford Sanger) justifying whether each is static or dynamic.	Two well-developed paragraphs (one for each character)
Differentiation: Students have the ability to choose the characters they intend to analyze.		
Resources Provided: “The Most Dangerous Game” short story - Character Analysis - Graphic organizers		



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Lesson Plan 2 Template

Content Area: English I Honors **Lesson Title:** Irony: “The Most Dangerous Game”, “The Gift of the Magi”, “The Interlopers,” and “The Necklace” **Time Frame:** 1 Class Period

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: Laptops, internet search, google.doc

Equipment Needed: laptops, copies of “The Most Dangerous Game”, “The Gift of the Magi”, “The Interlopers”, and “The Necklace”

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define irony. - Examine each short story determining the irony found in each.	Lesson Sequence - Using the Internet, students are to define the meaning of “irony” and share responses with the class. - Agree upon class definition of the term. Write this definition on the board. - Break up into 4 groups. Each group will be assigned one of the four short stories to examine in terms of irony. Each group should assign a “note-taker”. “Note-takers” will record the group's analysis of the text’s irony on google.doc. Students will be able to view the analysis of other groups and post comments.	Teacher feedback in large class discussion.
Differentiation: Students will have the opportunity to choose their own groups.		
Resources Provided: “The Most Dangerous Game”, “The Gift of the Magi”, “The Interlopers,” and “The Necklace” - Laptops – the internet, “Group Write” on Google.doc		



Lesson Plan 3 Template

Content Area: English I Honors **Lesson Title:** *Of Mice and Men* Relationship Scene Analysis

Time Frame: 1 class period

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, Psychology

Integration of Technology: Laptops, MSWord

Equipment Needed: *Of Mice and Men* text, laptops, MSWord

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyzing a relationship between any two characters within the text. - Use evidence from the text to support analysis. - Use character charts from a previous lesson to serve as pre-writing. - Apply MLA format when providing direct evidence from the text.	Lesson Sequence - Do Now: Which two characters share the strongest bond? - Discuss a variety of relationships found in the novel. - Using evidence from the text, justify your opinion as to which characters share the strongest bond. - Homework: Write a one paragraph response defending your opinion.	open-ended written response
Differentiation: Students have the ability to choose the characters they intend to analyze.		
Resources Provided: Laptops, MSWord, <i>Of Mice and Men</i> Text		



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Lesson Plan 4 Template

Content Area: English I Honors **Lesson Title:** Edgar Allan Poe Mood Artistic Medium Comparison
Time Frame: 6 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: art, music, art history

Integration of Technology: Use of laptops and internet

Equipment Needed: laptops, Poe works, access to artistic mediums via the Internet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Write an essay comparing the mood of a Poe work studied this marking period to another medium: a musical composition, painting, photograph, or sculpture.	Lesson Sequence - Select a Poe work to analyze in terms of mood. - Locate a comparison piece online (either a musical composition, sculpture, painting or photograph) - Write a 2-3 page, double-spaced comparison essay discussing the mood or one of the Poe works read in class (“The Raven”, “The Tell-Tale Heart”, “The Cask of Amontillado”) to another genre of art (musical composition, painting, photograph, or sculpture).	2-3 page essay
Differentiation: Students have the ability to choose the Poe work and medium of their liking.		
Resources Provided: Poe works, laptops		



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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: English I Honors	Grade Level: 9	Course Title: English I Honors Literature
Created: 2024	Board Approved on:	



Unit Overview Template

Content Area: English I Honors **Grade Level:** 9 **Unit Title:** *Lord of the Flies*: Leadership

Unit Summary: This unit will focus on the theme of leadership utilizing both *Lord of the Flies* and *Inherit the Wind* as primary sources.

Primary Interdisciplinary Connections:

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: By the conclusion of this unit, students will gain greater insight into the concept of leadership as well as the traits and characteristics of an effective leader.

Learning Targets

Standards: NJSLS-ELA

Content Statements:

(CR) Close Reading of Text: By the end of grade 12, 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.

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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(TS) Text Structure: By the end of grade 12, 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.

(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.

(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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

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

(RW) Range of Writing: By the end of grade 12, 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.

CPI#:

Cumulative Progress Indicator (CPI):



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RL.CR.9–10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RL.IT.9–10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
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.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.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.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.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

Unit Essential Questions:

- What are traits or characteristics of an effective leader?
- How are leadership skills developed?
- What guiding rules or principles should leaders use in their treatment of others?
- How are leaders agents of change?

Unit Enduring Understandings:

- Leaders use various tactics to gain support and popularity (fear, reason, logic, fairness).
- Leaders are catalysts for change.
- A true leader has the confidence to stand alone.

Unit Learning Targets:

Students will.... Compare and contrast the ways that characters and individuals overcome challenges in literary selections, combine prior knowledge and references from the text to make inferences about character motivation, use inferences to draw conclusions and make predictions, use textual support to elaborate upon and justify character actions, and determine the author's purpose for writing a given piece of literature.



Evidence of Learning

Summative Assessment: After reading and discussing and debating characteristics of an effective leader, determine, in an essay, which three characters demonstrate effective leadership skills. Students will refer back to both texts studied in this unit: *Inherit the Wind* and *Lord of the Flies*. Additionally, students will write and deliver a persuasive speech vying for a leadership position on the *Lord of the Flies* island.

Equipment Needed: laptops, TV/ DVDs, overhead projector, *Inherit the Wind* text, *Lord of the Flies* text

Teacher Resources: laptops, internet, TV/ DVDs, overhead projector, OnCourse, Academic Merit, *Inherit the Wind* text, *Lord of the Flies* text

Formative Assessments:

- Character charts
- Exit cards
- Do nows
- Journals
- Reading check quizzes
- Written responses
- Resource links via OnCourse
- Debates
- Speeches



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Lesson Plans

Lesson	Time Frame
Lesson 1: <i>Lord of the Flies</i> Leadership	2 class periods
Lesson 2: <i>Lord of the Flies</i> as an Allegory	3 class periods
Lesson 3: <i>Inherit the Wind</i> In-class Timed Writing	2 class periods
Lesson 4: <i>Lord of the Flies</i> speeches	10 class periods
Teacher Notes: Utilize Academic Merit, encourage students to ask questions of one another after delivering speeches	
Curriculum Development Resources/Technology Resources: Actively Learn, CommonLit,, Internet access	



Lesson Plan 1 Template

Content Area: English I Honors **Lesson Title:** *Lord of the Flies* Leadership Analysis

Time Frame: 2 class periods

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies, Sociology, Religion, Psychology

Integration of Technology: Utilize MSword to create a document with a chart and type up journal

Equipment Needed: Laptops, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Determine characteristics of an effective leader. - After reading chapter 5, determine how Ralph's leadership skills are dwindling resulting in the loss of followers. - Debate who will ultimately make the more effective leader: Jack or Ralph.	Lesson Sequence <i>Day 1:</i> Do Now: What are characteristics of an effective leader? Discuss. - In small groups, assign a note taker, provide three reasons as to why Ralph's leadership skills are dwindling. Share with the class. - Day 1 Homework: Each student will create a pro and con chart listing strengths and weaknesses of Jack and Ralph's leadership skills. One half of the class will create a chart for Jack, while the other will create a chart for Ralph. <i>Day 2:</i> Using a pro and con list from the previous night's homework, students will physically position themselves on opposite sides of the room depending upon which character they were assigned and debate the effectiveness of both Jack and Ralph as a leader. - Students will abide by previously set class rules for classroom debate with the teacher as moderator. - Homework: In a one page journal, determine which side presented the stronger argument and why?	In a one-page typed journal, determine which side presented the stronger argument as to who would make a more effective leader, Jack or Ralph, and why?
Differentiation: Students have the ability to choose the characters they intend to analyze and reflect upon for the debate.		
Resources Provided: <i>Lord of the Flies</i> text		



Lesson Plan 2 Template

Content Area: English I Honors **Lesson Title:** *Lord of the Flies* as an Allegory – Visual Allusion

Time Frame: 3 class periods

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies, Sociology, Psychology, Politics, Religion

Integration of Technology: Laptops (internet), projector

Equipment Needed: Copies of *Lord of the Flies*, laptops, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define allegory and allusion. - Locate a scene in the text that can be viewed as a political or religious allusion. - Locate an image online to reflect that political or religious allusion. - Present scene from the text, display visual allusion to student-selected scenes from the text, and explain the political or religious allusion.	Lesson Sequence <i>Day 1:</i> Using the Internet, students are to define the meaning of “allegory” and share responses with the class. Define the term “allusion”. - Agree upon class definitions of the terms. One student can write definitions on the board. - Discuss how <i>Lord of the Flies</i> can be viewed as both a political allegory and religious allegory. - Classwork & finish for Homework: - Locate a scene in the text that can be viewed as a political or religious allusion. - Locate an image online to reflect that political or religious allusion. <i>Days 2 & 3:</i> Hooking laptops to the class projector, students will present scenes from the text, display pictures that reflect the scene’s religious or political allusion, and explain the political or religious allusion.	Accurate metaphoric visual depiction of citation from <i>Lord of the Flies</i> text.
Differentiation: Students will have the opportunity to choose their own scene from the text.		
Resources Provided: <i>Lord of the Flies</i> , laptops - internet, projector		



Lesson Plan 3 Template

Content Area: English I Honors **Lesson Title:** *Inherit the Wind* Personal Narrative

Time Frame: 2 class periods

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies, Sociology, Psychology,

Integration of Technology: laptops

Equipment Needed: Paper, pen, journals, laptops, *Inherit the Wind* text

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the following quote “He who troubleth his own house shall inherit the wind...” and apply the quote to two characters in the play. - Defend analysis with - Write about a time in which students may have “inherit[ed] the wind.”	Lesson Sequence - Do Now: explain the meaning of the following quote: “He who troubleth his own house shall inherit the wind...” Discuss any two characters that inherit the wind. How and why? Discuss. - Homework: Using laptops, write about a time in which students may have “inherit[ed] the wind.” - Day 2: Share personal narratives.	Write a narrative about a time in which you have “inherit[ed] the wind.”
Differentiation: Students may select their own topic.		
Resources Provided: laptops, <i>Inherit the Wind</i> Text		



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Lesson Plan 4 Template

Content Area: English I Honors **Lesson Title:** *Lord of the Flies* persuasive speech

Time Frame: 2 weeks

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies, Writing, Public Speaking

Integration of Technology: laptops, Microsoft word, OnCourse, links to videos of persuasive speeches

Equipment Needed: laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Write a persuasive speech persuading your fellow classmates to vote for you for one of the following roles on the island: chief, head fire watcher, head hunter, head shelter builder - Deliver persuasive speeches	Lesson Sequence - After having read and analyzed various speeches and speech writing techniques students will model those techniques in their own persuasive speeches. (Pre-writing) Select a role, describe what qualifies them for that role, and provide evidence to support the choice. - Utilize the speech writing checklist while writing the speech - Peer-edit looking for persuasive and attention getting techniques. Students will utilize the rubric while editing. - Generate a final draft - Deliver speeches: each category will have its own day and students will vote for the most persuasive speech.	- The written speech - The delivery of the speech
Differentiation: Students may select their own topic.		
Resources Provided: laptops, OnCourse, rubrics, model speeches, links to videos of persuasive speeches		



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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: English I Honors **Grade Level:** 9th **Course Title:** English I Honors Literature

Created: 2024

Board Approved on:



Unit Overview Template

Content Area: English I Honors **Grade Level:** 9 **Unit Title:** *To Kill a Mockingbird: Courage*

Unit Summary: This unit will focus on the theme of “courage” utilizing *To Kill a Mockingbird* as the primary source.

Primary Interdisciplinary Connections: Social Studies, Science

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: By the conclusion of this unit, students will gain greater insight into the concept of courage as well as what actions and behaviors make someone courageous.

Learning Targets

Standards: NJSLS-ELA

Content Statements:

(CR) Close Reading of Text: By the end of grade 12, 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.

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

(TS) Text Structure: By the end of grade 12, 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.

(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.

(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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

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

(RW) Range of Writing: By the end of grade 12, 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.



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CPI#:	Cumulative Progress Indicator (CPI):
RL.CR.9–10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RL.IT.9–10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
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.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.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.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.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

Unit Essential Questions:

- What is courage?
- Why is it so difficult for people to stand up and do what is right?
- How does a person know he/she has the courage to do what is right?
- Is it possible for one person to make a difference?

Unit Enduring Understandings:

- Courage means possessing moral and mental strength when faced with adversity.
- Society's expectations and traditions make it difficult for people to do something against the norm, which makes acts of courage seem frightening to do.
- Following intuition or your conscience can often lead one to do what is courageous.
- It is often necessary for one person to stand up alone, to serve as a change agent, so that others will follow and a difference can be made in society.

Unit Learning Targets:

Students will.... Compare and contrast the ways that characters and individuals overcome challenges in literary selections, combine prior knowledge and references from the text to make inferences about character motivation, use inferences to draw conclusions and make predictions, use textual support to elaborate upon and justify character actions, and determine the author's purpose for writing a given piece of literature.



Evidence of Learning

Summative Assessment: After reading *To Kill A Mockingbird*, students will consider and discuss which characters face adversity and identify and analyze those characters who demonstrate courage in the novel. Students will write a position paper in response to the following prompt: Should schools continue to use *To Kill a Mockingbird* to teach lessons about courage in the face of conflict? Are its lessons universal and able to stand the test of time?

Equipment Needed: laptops, TV/ DVDs, overhead projector, *To Kill A Mockingbird* text

Teacher Resources: laptops, internet, TV/ DVDs, overhead projector, OnCourse, *To Kill A Mockingbird* text, copies of poems, “Mother to Son” by Langston Hughes, “Still I Rise” by Maya Angelou; Painting, “The Problem We All Live With” by Norman Rockwell.

Formative Assessments:

- Poem analysis
- Response to art
- Character charts
- Exit cards
- Do nows
- Discussion boards on OnCourse
- Journals
- Reading check quizzes
- Written responses
- Debates
- Speeches



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Lesson Plans

Lesson	Time Frame
Lesson 1: <i>To Kill a Mockingbird</i> : “The Problem We All Live With”	2 class periods
Lesson 2: <i>To Kill a Mockingbird</i> : Poem Analysis	2 class periods
Lesson 3: <i>To Kill a Mockingbird</i> : Courage newspaper article	2 class periods
Lesson 4: <i>To Kill a Mockingbird</i> : Mayella Geranium symbolism	1 class period
Teacher Notes: Utilize Actively Learn, CommonLit, encourage students to ask questions of one another after delivering speeches	
Curriculum Development Resources/Technology Resources: Actively Learn, Common Lit, internet access	



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Lesson Plan 1 Template

Content Area: English I Honors **Lesson Title:** *To Kill a Mockingbird*: “The Problem We All Live With”
Time Frame: 2 class periods

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Sociology

Integration of Technology: Internet/Projector in classroom for display of Rockwell’s painting; OnCourse

Equipment Needed: Laptops, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze a painting by Norman Rockwell. - Respond to various questions about the painting posted on OnCourse. - Compose a one-paragraph written response to an open-ended question. - Draw an illustration to support the written response.	Lesson Sequence <i>Day 1</i>: Do Now: What is the problem we all live with? - After a discussion of the Do Now, project image of “The Problem We All Live With” by Rockwell, but do not provide title or artist information. - Students will silently look at the image and begin to answer the questions posted on OnCourse. - Allow about 10 minutes in silence. - Discuss various responses to the questions with images still projected. - Announce title of painting. <i>Day 1 Homework</i>: Type a one paragraph response which answers the question, “What is the problem we all live with today?” Draw a picture to illustrate your paragraph.	- Class discussion - Responding to painting questions - Open-ended response and illustration (Homework) - Exit card – Day 2



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8. *Day 2:* Collect and hang illustrations around the room for students to see.
9. Allow at least 10 minutes for students to view all pictures in museum format (silent viewing).
10. Various students will read their paragraphs and share their views of the “problems” we all live with today. Large class discussion to follow.
11. *Exit card:* Who did you agree with most? Why?

Differentiation: Students have the opportunity to draw a picture and respond in writing on laptop, and at their own pace.

Resources Provided:

- Internet



Lesson Plan 2 Template

Content Area: English I Honors **Lesson Title:** *To Kill A Mockingbird* Poem Analysis

Time Frame: 2 class periods

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies

Integration of Technology: Internet/Laptops

Equipment Needed: laptop, copies of poems, “Still I Rise” by Maya Angelou and “Mother to Son” by Langston Hughes

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Read and analyze two poems about courage, “Mother to Son” by Langston Hughes and “Still I Rise” by Maya Angelou - Listen to a podcast of a poem. - Identify imagery, alliteration, repetition, or other figurative language used in the poem. - Summarize or paraphrase the content of the poem and explain why the theme of the poem is courage. - Compose a poem with the theme of courage.	Lesson Sequence <i>Day 1: Do Now:</i> Distribute a “glossary” or list of poetic/writing terms (which includes such terms as imagery, alliteration, and repetition) and review definitions together. - Distribute poem, “Mother to Son.” Have two different students read the poem aloud. - Then, students will take out laptops and go to link on OnCourse to listen to a podcast of the poem as recorded by Langston Hughes. (Use personal earbuds.) Discuss differences between hearing a student read it and hearing the poet read it. - Silently, allow the class to read the poem again, this	- Quiz on poetic terms/figurative language - Summarizing content of two poems - Composing a poem about courage



- time underlining various poetic terms/figurative language they recognize in the poem. Try to identify at least 3 examples.
6. Various students will share and explain what they've underlined.
 7. Underneath the poem, students will write a summary of the poem, including how the poem relates to the theme of courage. Students should indicate which lines from the poem they are referring to when relating to courage.
 8. Various responses will be shared and collected for a classwork grade.
 9. *Day 1 HW:* Study the poem terms for a quiz tomorrow.
 10. *Day 2: Do Now:* Quiz on poetic terms. (10-12 min)
 11. Repeat the same process with the second poem, "Still I Rise" (students can read aloud, listen to podcast of audio version, underline poetic terms, summarize and relate to courage.)
 12. After students share various responses, they may begin the homework assignment.
 13. *HW:* Students will write a poem, minimum of 3 stanzas, with the theme of courage. You must have an original title, typed, single-spaced.



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Differentiation: Students may identify as many or as few poetic terms as they can; students will have the opportunity to write their own poem about courage.

Resources Provided:

- Copies of poems
- Laptops and the Internet



Lesson Plan 3 Template

Content Area: English I Honors **Lesson Title:** *To Kill A Mockingbird* Newspaper Article about Courage
Time Frame: 2 class periods

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies

Integration of Technology: Internet

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Locate, read and analyze a newspaper article about courage in our society. • Consider how said news article addresses our unit “guiding questions” about courage. • Use direct quotes, using MLA format, from the article to defend analysis and explanation of courage. • Compose an organized and well developed open-ended response to the following: How is courage demonstrated in your news article? Within this response, include a definition of courage as well as a discussion of what positive change occurred in society because of this newsworthy situation. Use at least one quotation from the article in MLA format as support.	Lesson Sequence (students were instructed to locate a current events news article about courage and to bring a copy of it to class today.) 1. <i>Do Now:</i> How does your newspaper article answer the following questions: • What is courage? • Why is it so difficult for people to stand up and do what is right? • How does a person know he/she has the courage to do what is right? • Is it possible for one person to make a difference? 2. Discuss Do Now at length and listen to various students’ examples. 3. Distribute writing assignment and review expectations and directions. 4. <i>Homework:</i> Complete the open-ended writing assignment, due tomorrow.	• Ability to locate a current events news article about courage in our society. • Class discussion about how our guiding unit questions relate to this article. • Write a response to the open-ended question: Based on your newspaper article, how is courage demonstrated? Within this response, include a definition of courage as well as a discussion of what positive change occurred in society because of this newsworthy situation. Use at least one quotation from the article in MLA format as support.



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Differentiation: Students will choose their own article to write about for the writing assignment.

Resources Provided:

- Laptops



Lesson Plan 4 Template

Content Area: English I Honors **Lesson Title:** *To Kill A Mockingbird* Mayella's Geranium Symbolism
Time Frame: 1 class period

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: Philosophy

Integration of Technology: Laptops

Equipment Needed: Laptops, *To Kill a Mockingbird*

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the symbolism behind Mayella's red geraniums. - Write a one-page response using textual evidence to support claims. - Make an inference about Mayella's character based upon the red geraniums.	<i>Do Now:</i> Reread p.228 paragraph 1 and have the students write down vivid images that are described. - Discuss images - Read the next paragraph aloud and discuss the contrast between paragraph 1 and 2 - Having prior knowledge of the Ewell family and symbolism the students will then compose a response determining the symbolism behind the red geraniums.	Write a one-page response analyzing Mayella's character and the symbolism of her geraniums.
Differentiation: Use of computers, students may select their own examples to justify their response.		
Resources Provided: - Laptops <i>To Kill a Mockingbird</i> text		



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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: English I Honors **Grade Level:** 9th **Course Title:** English I Honors Literature

Created: 2024

Board Approved on:



Unit Overview Template

Content Area: English I Honors

Grade Level: 9

Unit Title: Shakespeare's *Romeo and Juliet*: Free Will vs Destiny

Unit Summary: This unit will focus on the theme of destiny utilizing *Romeo and Juliet* as a primary source.

Primary Interdisciplinary Connections: Social Studies, Science, Philosophy

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: By the conclusion of this unit, students will gain greater insight into the concept of destiny and the steps one takes to fulfill one's own destiny.

Learning Targets

Standards: NJSLS-ELA

Content Statements:

(CR) Close Reading of Text: By the end of grade 12, 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.

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

(TS) Text Structure: By the end of grade 12, 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.

(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.

(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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

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

(RW) Range of Writing: By the end of grade 12, 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.



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CPI#:	Cumulative Progress Indicator (CPI):
RL.CR.9–10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RL.IT.9–10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
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.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.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.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.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
Unit Essential Questions: • What is destiny? • Why do people choose or not choose to believe in destiny? • How can one change or control his/her destiny? • What is the difference between free will and destiny?	
Unit Enduring Understandings: • We are responsible for the choices we make. • There are consequences to our actions. • We all have the ability to create or change our own destiny.	
Unit Learning Targets: <i>Students will....</i> Compare and contrast the ways that characters and individuals overcome challenges in literary selections, combine prior knowledge and references from the text to make inferences about character motivation, use inferences to draw conclusions and make predictions, use textual support to elaborate upon and justify character actions, and determine the author’s purpose for writing a given piece of literature.	



Evidence of Learning

Summative Assessment: Write an essay discussing how *destiny* AND *free will* play a role in the play *Romeo and Juliet* by William Shakespeare AND in *The New York Times* article “Romeo and Juliet in Bosnia.”

Equipment Needed: *Romeo and Juliet* text , laptops, TV/ DVDs, overhead projector

Teacher Resources: *Romeo and Juliet* text , laptops, TV/ DVDs, overhead projector, OnCourse

Formative Assessments:

- Character charts
- Exit cards
- Do nows
- Discussion boards on OnCourse
- Journals
- Reading check quizzes
- Written responses
- Debates
- Projects



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Lesson Plans

Lesson	Time Frame
Lesson 1: Shakespeare Webquest / Journal	2 class periods
Lesson 2: <i>Romeo and Juliet</i> Act 3, Scene 1 Street Fight News Article	5 class periods
Lesson 3: <i>Romeo and Juliet</i> Advertisement	2 class periods
Lesson 4: Original Shakespearean Sonnet	3 class periods

Teacher Notes: Students can refer to Shakespeare notes obtained from their Writing/Research classes to aid them in this unit.

Curriculum Development Resources/Technology Resources:

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

Use of laptops. IMC Homepage with research databases and internet links for Shakespeare research. Utilization of Iworks Pages program.



Lesson Plan 1 Template

Content Area: English I Honors

Lesson Title: Shakespeare Webquest / Journal

Time Frame: 2 class periods

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Sociology, Social Studies, Psychology, Technology

Integration of Technology: Laptops, internet, IMC home page for access to Shakespeare links

Equipment Needed: Laptops, internet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate prior knowledge of Shakespeare background obtained via the Writing/Research class. • Research Shakespeare-related data in prep for the reading of <i>Romeo and Juliet</i>. • Share and demonstrate knowledge of research findings.	Lesson Sequence 1. <i>Day 1:</i> Upon receiving a Shakespeare background worksheet, students will tap into their prior knowledge of Shakespeare by providing written responses to Shakespeare-related questions, leaving blank responses for those they do not know. 2. Share responses with a partner. 3. Referring back to their Writing/Research notes on Shakespeare, in addition to and utilizing the IMC homepage and then clicking on the Shakespeare links provided, students will research responses to the questions left blank. 4. Share responses with the class. 5. <i>Day 2:</i> In a written journal, based on previous knowledge obtained from	• In student in-class journals, based on prior knowledge from the Writing/Research class and from the Shakespeare webquest, describe life in London during the Elizabethan Era.



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the Writing/Research course in addition to that obtained from Day 1's webquest, describe life in London when Shakespeare lived (the Elizabethan Era).

Differentiation: Students are permitted to select their own partners and can choose any of the links provided on the IMC homepage as their source for their responses.

Resources Provided:

- Laptops, IMC homepage with links, student notes from Writing/Research class, Pages program



Lesson Plan 2 Template

Content Area: English I Honors **Lesson Title:** *Romeo and Juliet* Act 3, Scene 1 Street Fight Article
Time Frame: 5 class periods

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies, Journalism, Graphic Design, Sociology, Technology

Integration of Technology: laptops, Iworks Pages program for generating newspaper articles

Equipment Needed: Copies of *Romeo and Juliet*, Act 3, scene 1 study guide, Journalistic writing worksheets, sample current event news articles, laptops with Iworks Pages program

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Read and analyze Act 3, Scene 1 of <i>Romeo and Juliet</i> and write a newspaper article covering the street fight in Verona.	Lesson Sequence <i>Day 1:</i> Read aloud and analyze Act 3, Scene 1 of <i>Romeo and Juliet</i>. - Homework: Complete study guide questions associated with the scene. <i>Day 2:</i> Share and review responses to study questions. - Identify the 5 w's and 1 h or journalistic writing. - Using laptops, students should Google and identify the 5 w's and 1 h for a current news story. Share with the class. - Review the role of a LEAD in news writing and with the same Googled current event, identify and determine the function of its LEAD. Students will share some LEADs from their news articles.	Write a Verona Times news article with in-text citations capturing all elements of the Act 3, Scene 1 street fight in <i>Romeo and Juliet</i>.



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7. *Day 3:* Identify the 5 w's and 1 h of the Act 3, scene 1 street fight.
8. Write a LEAD dealing with the street fight encompassing most of the 5 w's and 1h.
9. Prewrite/plan out and organize facts prior to writing.
10. *Day 4:* Using pre-writing as a guide, write a rough draft of a newspaper article including a headline, photo and caption, and two direct quotes, properly cited, from the text.
11. Generate articles using the Ipages program.
12. *Day 5:* Submit articles.

Differentiation: Students will have the opportunity to choose their own newspaper template and, within the confines of the assignment, utilize and cite whatever evidence from the text that they choose.

Resources Provided:

- *Romeo and Juliet*
- Laptops – internet and Iworks Pages program



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Lesson Plan 3 Template

Content Area: English I Honors **Lesson Title:** *Romeo and Juliet* Advertisement

Time Frame: 2 class periods

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Advertising, Graphic Design, Public Speaking

Integration of Technology: laptops, Iworks Pages program or MSWord

Equipment Needed: Copies of *Romeo and Juliet*, Act 3, laptops with Iworks Pages program or MSWord

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Locate a poignant quote from <i>Romeo and Juliet</i> and create an advertisement for a product or service using the quote as its slogan.	Lesson Sequence <i>Day 1:</i> Locate an important and recognizable quote from the text, <i>Romeo and Juliet</i>. - Using Iworks Pages program, generate a print advertisement for a product or service using the quote as the product or services' slogan. Finish for homework. <i>Day 2:</i> Present print advertisements.	Create a print advertisement for a product or service using the quote from <i>Romeo and Juliet</i> as its slogan.
Differentiation: Students may select their own quotes.		
Resources Provided: - Laptops <i>Romeo and Juliet</i> text		



Lesson Plan 4 Template

Content Area: English I Honors **Lesson Title:** Original Shakespearean Sonnet

Time Frame: 3 class periods

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Poetry, Public Speaking

Integration of Technology: laptops

Equipment Needed: Copies of Shakespearean sonnet structure, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: After analyzing Shakespearean sonnet structure and iambic pentameter, write an original sonnet adhering to the same form of a Shakespearean sonnet.	Lesson Sequence <i>Day 1:</i> Read and analyze the meaning and structure of Sonnet 18 and <i>Romeo and Juliet</i> prologue. - Review iambic pentameter tapping out beats to each sonnet as well as rhyme scheme. - Discuss subject matter for sonnets: revelation of emotions. <i>Day 2:</i> Create an original sonnet via writing workshop. Teacher and students will confer. Finish for homework. <i>Day 3:</i> Share sonnets aloud.	Write an original sonnet utilizing imagery adhering to Shakespearean sonnet structure. Read sonnets aloud via poetry reading.
Differentiation: Students may select their own subject matter (emotion on which they intend to focus) for their sonnets.		
Resources Provided: - Laptops - Sonnet structure worksheets		



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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: English I Honors **Grade Level:** 9th **Course Title:** English I Honors Literature

Created: 2024

Board Approved on:



SPRINGFIELD PUBLIC SCHOOLS

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GLOBAL SKILLS**

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

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



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**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



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



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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.