



SPRINGFIELD PUBLIC SCHOOLS

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

Springfield Public Schools Springfield, New Jersey 07081

English II

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 July 29, 2024

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

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

Resolution: 28

Introduced By: Mrs. Saha

Seconded By: Mrs. Turnbull

Adopted: July 29, 2024

Curriculum Adoption

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

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

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

b. Middle School ELA Elective Courses

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

c. High School ELA Elective Courses

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

d. ESL (K-12)

- Elementary ESL
- Middle/High School ESL

e. Middle and High School World Language Curriculum

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

f. Florence M Gaudineer Program of Studies

Michelle Calas, School Business Administrator/Board Secretary

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

(continued)

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

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

SEAL

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

Michelle Calas
School Business Administrator/ Board Secretary



SPRINGFIELD PUBLIC SCHOOLS

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

Springfield Public Schools

Springfield, New Jersey

**Dr. Rachel Goldberg
Superintendent of Schools**

Curriculum Developed By:

Erica Scudero ~ Assistant Superintendent

Dr. Norman Francis ~ Principal of Jonathan Dayton High School

Candice Schiano ~ Supervisor of Humanities

**English Teachers ~
Susan Breen
Stephanie Carlson**



SPRINGFIELD PUBLIC SCHOOLS

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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 spring-summer 2009. The goal of the project was to design exemplar unit plans and accompanying lesson plans aligned with the New Jersey Student Learning 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 New Jersey Student Learning 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 New Jersey Student Learning Standards.



SPRINGFIELD PUBLIC SCHOOLS

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

Content Area: English

Course: English 2

Grade Level(s): 10

Unit Title: Innocence and Experience **Unit Summary:** In this unit, students will explore the theme of Innocence and Experience through various literary works. Fictional works include the short story “Old Horse” by Oliver Andresen, while non-fiction works include “Halloween” by Anna Quindlen and The Color of Water by James McBride.

Primary Interdisciplinary Connections: History

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: Students will read various forms of literature in order to connect our marking period theme to people at different ages and stages in their lives.

Learning Targets

Standards: NJSLS Reading and Writing

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.



SPRINGFIELD PUBLIC SCHOOLS

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

(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.

Standard	Definition
RI.CR.9-10.1	Cite a range of thorough textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.9-10.2	Determine one or more central idea of an informational 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.
RI.IT.9-10.3	Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
W.AW.9-10.1	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. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
RI.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.

Unit Enduring Understandings:

- Innocence can mean blamelessness but it also can mean a lack of knowledge.
- There are appropriate and inappropriate ways to gain experience.
- A sense of loss can accompany the gain of experience.



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Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: *The Color of Water Test*

Teacher Resources: Teacher Created Test

Formative Assessments:

- Do Now Questions
- Quizzes
- Journal Entries
- Homework Questions
- Classwork Handouts
- Exit Cards
- Think Pair Share
- What I Know/What I Need to Know



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Lesson Plans

Lesson	Time Frame
Lesson 1 Structure of a Short Story/"Old Horse"	42 minutes/1 day
Lesson 2 Memoir, Biography, and Autobiography in <u>The Color of Water</u>	42 minutes/1 day
Lesson 3 Analyzing Characters for Innocence and Experience in <u>The Color of Water</u>	42 minutes/1 day

Teacher Notes: "Old Horse" is available in the document entitled Springfield Public Schools, English Language Arts Curriculum Grades 6-12. Supplemental materials on the Civil Rights Movement are available from Teaching Tolerance.

Curriculum Development Resources/Technology Resources:

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

<http://www.tolerance.org>

<http://www.docstoc.com/docs/131926050/Elements-of-a-Short-Story---Get-Now-PowerPoint>

<http://www.history.com/topics/civil-rights-movement>

<http://fictionwriting.about.com/od/glossary/g/voice.htm>

<http://www.readwritethink.org/files/resources/interactives/timeline/>



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 1 Template

Content Area: English Course: English 2 Lesson Title: Structure of a Short Story/"Old Horse" Time Frame: 42 minutes/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

History

Integration of Technology:

Students will access a PowerPoint on Google Classroom that provides information about the structure of a short story. Students will be expected to refer back to this information throughout the year.

Equipment Needed:

Laptops, paper copies of PowerPoint, copies of "Old Horse" by Oliver Andresen

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Categorize structural components of short story such as exposition, rising action, climax, falling action, and resolution • Review definitions of figurative language such as metaphor and simile • Define other literary terms such as setting, atmosphere, types of characters, symbolism, and theme • Recognize the components of a short story in "Old Horse" • Write a paragraph connecting the short story to the marking period theme of innocence and experience	Lesson Sequence • Do Now: Log on to Google Classroom and open the PowerPoint entitled "Elements of a Short Story." Answer the following in complete sentences: What is meant by "one sitting", as in a short story can be read in "one sitting"? Is this a precise definition? Why or why not? • Discuss answers to Do Now. Distribute paper copies of PowerPoint so students can take notes. • Review literary terms such as setting, atmosphere, types of characters, symbolism, and theme.	• Completed Do Now • Observation of note taking • Discussion • Completed paragraphs



SPRINGFIELD PUBLIC SCHOOLS

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

- Read short story aloud and plot story structure on board.
- Exit Card: Write a paragraph connecting the short story to the marking period theme of innocence and experience.

Differentiation:

Some students may need to type their paragraphs rather than write them by hand.

Resources Provided:

- Copies of PowerPoint
- Copies of “Old Horse”
- NJSLA Literary Analysis Rubric



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

Lesson Plan 2 Template

Content Area: English Course: English 2 Lesson Title: Memoir, Biography, and Autobiography in The Color of Water Time Frame: 42 minutes/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

History

Integration of Technology:

Students will research definitions online and will research information about the Civil Rights Movement online.

Equipment Needed:

Laptops, handouts

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define the terms biography, autobiography, and memoir - Explain why <u>The Color of Water</u> can fit into all three categories listed above - Research important events in the Civil Rights Movement - Review the differences between fiction and non-fiction and explain which category memoir falls into	Lesson Sequence - Do Now: Use your laptops to define biography, autobiography, and memoir. - Discuss answers to Do Now. Explain that all of these types of books are non-fiction. Ask students what happens to memory over time. Do all people involved in the same events remember these events in the same way? Is memoir as factual as biography and autobiography? Why not? - Read the first two chapters of <u>The Color of Water</u>. Students will explain why the book can be classified as a memoir, biography, and autobiography.	- Completed Do Now - Discussion - Completed homework definition



SPRINGFIELD PUBLIC SCHOOLS

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

- Homework: Use your laptops to research the following definitions: Jim Crow Laws, Civil Rights Act, Anti-miscegenation Laws. Write definitions in your own words.

Differentiation:

Some students may benefit from a book on tape. Some students may need to type their homework rather than write it out by hand.

Resources Provided:

- Laptops
- Copies of The Color of Water



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 3 Template

Content Area: English Course: English 2 Lesson Title: Innocence and Experience: Analyzing James and His Friends and Family Time Frame: 42 minutes/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

History, Psychology

Integration of Technology: Students will choose a website like the following to help them to create a timeline.

<http://www.readwritethink.org/files/resources/interactives/timeline/>

Equipment Needed:

Copies of *The Color of Water*, Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Work in groups to rank the characters from most innocent to most experienced • Create an online timeline or number line in which they graph their results • Add reasoning to their number lines or timelines to explain why they chose their rankings • Add quotes from the text to support their choices	Lesson Sequence • Distribute copies of assignment. Read aloud and discuss. • Divide students into groups of 3-4 by proximity. • Ask students to rank the following people from most innocent to most experienced: Hunter Jordan, Mameh, Ruth, James, Chicken Man, Frances, Tateh, Aunt Betts. • Direct students to websites where they can plot these characters on a timeline or number line. • Ask students to add their reasoning to their graphs and	• Completed ranking list • Completed number lines or timelines • Group presentations



SPRINGFIELD PUBLIC SCHOOLS

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

to include quotes from the text.

- Groups will print their completed work and will present their graphs the following day.

Differentiation:

Students will have the option of hand drawing a timeline on a poster or presenting their information in another visual format.

Resources Provided:

- Laptops
- Handouts
- Copies of *The Color of Water*



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Reflection

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

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

Curriculum Design Template

Content Area: English	Grade Level: 10	Course Title: English 2
Created: Updated 2024	Board Approved on:	



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Unit Overview Template

Content Area: English

Course: English 2

Grade Level(s): 10

Unit Title: Unit 2 Character and Personality

Unit Summary: The unit will prepare students to differentiate between an individual's character and personality. Students will read and discuss several literary works. Among the works studied will be: *The Catcher in the Rye* by J.D. Salinger, "Barbie Doll" by Marge Piercy, "Richard Cory" by Edwin Arlington Robinson, "Pillars of Good Character" and Freud's "Structural and Topographical Model." Classroom discussions will be designed to develop students' reading comprehension skills as well as their communication skills through writing and oral presentations. Students will also discuss and analyze symbolism in the text, *The Catcher in the Rye*.

Primary Interdisciplinary Connections: Social Studies, Art, Music, Psychology

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: The English 10 course is dedicated to engaging students in a rigorous study of several works of literature through reading, comprehending, analyzing and interpreting the writings of various authors who focus on the curriculum unit theme of Character and Personality. All Language Arts skills are included to help the students demonstrate mastery and proficiency in writing and reading comprehension skills while meeting New Jersey Student Learning Standards. The English 10 course is designed to provide a learning environment in which the students will be exposed to an extensive variety of challenges to develop their talents and reach their highest potential.

Learning Targets

Standards: NJSLS Reading, Writing, and Speaking and Listening

(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.



SPRINGFIELD PUBLIC SCHOOLS

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

(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.

RL.CR.9–10.1.	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as 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.TS.9-10.4	Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
W.RW.9-10.7	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.
SL.PE.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate



SPRINGFIELD PUBLIC SCHOOLS

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others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Unit Essential Questions:

- What is the difference between an individual's character and personality?
- How do the "Pillars of Good Character" develop within an individual?
- What makes a person good or bad?
- How are character and personality affected by others' perceptions?
- How are character and personality affected by personal experiences?

Unit Enduring Understandings:

- Use details to analyze character, plot, setting, point of view and development of the theme.
- Define and use appropriate literary terms related to each work.
- Discuss how society judges people by their appearances, actions, and words.
- Understand how coping with alienation from family and society may create unintended consequences that further the process of separation.

Unit Learning Targets:

Students will....

- define "character" and "personality"
- list the difference between an individual's character and personality.
- analyze how an author's use of words creates tone and mood and how the choice of words advances the theme or purpose of the work.
- discuss how certain people deal with adversity.
- use context clues to determine meaning.
- incorporate new vocabulary into writing.
- analyze literary devices such as symbolism and determine how literary devices help develop theme.

Evidence of Learning

Summative Assessment:

- Unit Tests (Comprehensive tests that include multiple choice, true/false, matching, and open-ended questions.)
- Essay Tests (Comprehensive test that includes analysis and interpretation of literature in which the student must show mastery of understanding by writing answers in a well-organized, well-developed multi-paragraph essay.)
- Group Project (a research based and creative presentation based upon selected themes read and discussed throughout the unit. Students will be able to orally express their understanding of the unit theme - Character and Personality.

Equipment Needed: Applicable texts, laptops, research material/information



SPRINGFIELD PUBLIC SCHOOLS

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

Teacher Resources: Curriculum Map, Internet, Shared practices with colleagues, Actively Learn, Google Classroom

Formative Assessments:

- quizzes
- tests
- projects (individual and group)
- vocabulary study
- homework
- classwork
- student participation
- teacher observation
- written activities and responses
- peer / self assessments
- graphic organizers



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

Lesson Plans

Lesson	Time Frame
Lesson 1 Catcher Symbolism	2 class periods
Lesson 2 Catcher Scavenger Hunt	2 class periods
Lesson 3 Poetry Analysis	1 class period

Teacher Notes:

- Lesson 2 should be done as a pre-reading activity
- Infuse various literary genres throughout the unit (fiction, non-fiction, poetry).
- Analyze quotations from literature/history/advertisements/news.
- Facilitate discussion among students
- Follow-up on foundation skills in reading and writing.

Curriculum Development Resources/Technology Resources:

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

www.ActivelyLearn.com

www.lessonindex.com

www.webenglishteacher.com

www.lessonplanet.com

www.scribd.com



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Lesson Plan 1 Template

Content Area: English **Course:** English 2 **Lesson Title:** Symbolism 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:

Psychology, Social Studies

Integration of Technology:

Laptops, Google Classroom, PowerPoint

Equipment Needed:

Laptops, Internet, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define various literary devices as typically found in literature (imagery, symbolism, motif) via PowerPoint presentation - Discuss and analyze symbolism in small group setting. - Utilize a graphic organizer to organize and explicate various symbols used throughout the novel. - Identify and analyze how literary devices, especially symbolism, help to develop themes and characterization within the text.	Lesson Sequence Day One: - Do Now: What is a literary device? Why do authors use them? - PowerPoint on Literary Devices (imagery, symbolism, motif). Students will take notes. - Activity: - In groups, students will complete a graphic organizer which asks them to define imagery, symbolism, and motif and then identify examples of each as found in the text. Students should identify page number along with the example. - Groups will each share an example of imagery, symbols or motif.	- Class participation/group discussion - Teacher observation of groups - Graphic organizer completion - Homework - Exit card



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- Summary: Which of the symbols listed on the organizer helped to promote a theme or illuminated Holden's character?
- HW: Use your graphic organizer to respond to this question tonight in your notes. Be sure to locate quotes from the book as support.

Day Two

1. Do Now: Which symbol helps promote a theme of *Catcher*, or Holden's character? Explain.
2. Groups will meet again to focus on specific symbols. Groups will narrow down to one symbol to discuss in terms of theme or characterization. Groups will be instructed to locate evidence from the text which supports their analysis of the symbol.
3. EXIT CARD: Individual or group: Explain how the symbol (of your choice) helps to develop a theme or Holden's character. Use two examples from the text.
4. The graphic organizer and exit cards may be used as pre-writing for an essay about symbolism.

Differentiation:

Will follow all IEP requirements and accommodations (tiered instruction, oral assessments, extended time, modified assignments, directions read aloud.) In addition, will adapt instruction and project timeliness to meet at-risk students' individual needs



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Resources Provided:

- District/School/Department Curriculum documents and instructional material
- Best Practices
- Supplemental material from the Internet
- New Jersey Student Learning Standards - English Language Arts
- Laptops



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Lesson Plan 2 Template

Content Area: English Course: English 2 Lesson Title: Scavenger Hunt Time Frame: 2 class periods

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

History

Integration of Technology:

Google Classroom, Internet, Pages

Equipment Needed:

Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Research a variety of topics as pre-reading for <i>Catcher in the Rye</i>. - Collaborate in a small group setting in order to reach a common goal. - Create an itinerary for a virtual trip to NYC and a private school. - Write an expository paragraph using evidence from research	Lesson Sequence - Day one: Students will form small groups and begin the first part of the virtual tour of NYC. - Students will research places such as Radio City Music Hall, The Museum of Natural History, and Central Park and create an itinerary for a future day trip to the city. - Itineraries will be created by students using either a Word doc or Pages. - Day 2: Students will investigate the website of a prestigious private boarding school in terms of cost, curriculum, housing, meal plan and extracurricular activities.	- Research methods including MLA format - Group work observation/rubric - Teacher observation - Exit card - Itinerary document



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- Students will share information they find with each other in small groups, and then share with the class.
- Independently, students will decide whether or not they would like to attend this school based on their research, and write an expository paragraph in Exit Card format that develops this opinion using examples from the research.

Differentiation:

Students will choose own groups for this activity; all IEP accommodations and modifications will be followed. If necessary, some students may choose to work independently.

Resources Provided:

- Teacher created “virtual” tour.
- NJSLA literary analysis rubric
- Laptops
- Best Practices
- Organizer for an “itinerary” as a model for students to follow



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Lesson Plan 3 Template

Content Area: English Course: English 2 Lesson Title: Poetry Analysis Time Frame: 1 class period

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Psychology

Integration of Technology:

Google Classroom, Internet

Equipment Needed:

Laptops, poems

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Read and analyze two poems which both fall under the theme, “character and personality” - Annotate the poem in the Word document by: - Summarizing each stanza using text boxes on a Word doc. - Identifying unknown vocabulary words - Underlining imagery and figurative language. - Write an exit card that demonstrates a connection between the theme and the poem.	Lesson Sequence - Divide class in half and create small groups within each half. - One half of the students will work on “Barbie Doll” and the other half will work on “Richard Cory”. - Small groups will first read and annotate the poem going step by step through the stanzas. - Vocabulary words will be highlighted and defined, figurative language will be underlined. Groups will share this information. - Groups will then create a text box next to each stanza and summarize each stanza. - Groups will write an exit card either independently or as a group relating the poem	- Exit Card - Small group work/assessment - Teacher observation - Prior assessments on figurative language



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to the theme, “Character and Personality”. Textual references must be included along with students’ reasoning.

Differentiation:

This lesson may be developed over two class periods if more time is required for reading and discussion. Additional writing assignments can be added on to the lesson such as students may write their own “character and personality” poem. Can also be developed into a larger essay.

Resources Provided:

- NJSLA literary analysis rubric
- Laptops
- Google Classroom and the Internet
- Copies of the poems



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

Curriculum Design Template

Content Area: English	Grade Level: 10	Course Title: English 2
Created: Updated 2024	Board Approved on:	



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Unit Overview Template

Content Area: English

Course: English 2

Grade Level(s): 10

Unit Title: Perseverance and Triumph Unit Summary: In this unit, students will explore the theme of Perseverance and Triumph through various literary works. Fictional works include but are not limited to Sherman Alexie's The Absolutely True Diary of a Part-Time Indian and Ayn Rand's Anthem. Poetic works include various modern poems and non-fiction includes Faulkner's Nobel Prize Acceptance Speech. In addition to studying literature, students will research a real life individual who has persevered and triumphed.

Primary Interdisciplinary Connections: History, Diversity 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: Students will read various forms of literature in order to connect our marking period theme of Perseverance and Triumph to people of different races, ages, and circumstances. In this unit, students will focus on improving skills in reading comprehension, writing, and public speaking.

Learning Targets

Standards: NJSL Reading, Writing, Speaking and Listening

- (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.



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(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.

RLCT.9-10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.
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.
SL.PI.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Unit Essential Questions:

- What types of adversities do people face?
- How are determination and perseverance similar and different?
- How do people triumph through difficult challenges?
- How does my voice determine how I persevere?
- What role does my gender play in decision making and problem solving?

Unit Enduring Understandings:

- People face a variety of adversities such as racism, poverty, pressure to conform, and health issues.
- Perseverance involves meeting challenges, both small and large, as they occur.
- It is crucial for an individual to find his or her voice and to be able to use it.
- Gender and race can play important roles in determining who will triumph.

Unit Learning Targets:

Students will research a real-life person who has persevered and triumphed and write a speech in the voice of that person. Students will present their speeches to the class. Students will define dystopia and identify examples of real-life totalitarian governments. Students will write an essay comparing various characters and analyzing why certain ones persevere and triumph and others fail.



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Evidence of Learning

Summative Assessment: 3 days

Equipment Needed: Laptops, Inspiration software

Teacher Resources: Perseverance and Triumph quotes

Formative Assessments:

- Quizzes
- Do Now
- Exit Cards
- Open-ended questions
- Comprehension questions
- Outlines (or other pre-writing)
- Journal entries
- Homework assignments



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Lesson Plans

Lesson	Time Frame
Lesson 1 Speech in the Voice of a Person Who Has Persevered and Triumphed	Approximately 2 hours/3 days
Lesson 2 Dystopias and Totalitarian Governments	42 minutes/1 day
Lesson 3 Perseverance and Triumph Character Analysis Essay	Approximately 2 hours/3 days

Teacher Notes: For pre-writing for the essay, it can be helpful for students to create mind maps using Inspiration.

Curriculum Development Resources/Technology Resources:

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

<http://www.biography.com>

www.readwritethink.org/files/resources/.../DefinitionCharacteristics.pdf

<http://www.thefreedictionary.com/Totalitarian+government>



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Lesson Plan 1 Template

Content Area: English **Course:** English 2 **Lesson Title:** Speech in the Voice of a Person Who Has Persevered and Triumphed
Time Frame: Approximately 2 hours/3 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Public Speaking, History, Science, Health, Economics (Depending on Choice of Topic)

Integration of Technology:

Students will research their topic online, NoodleTools or other online citation generator

Equipment Needed:

Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Read William Faulkner's Nobel Prize Speech and answer questions. ● Identify a real life person who has persevered and triumphed. ● Research this person using online sources. ● Write a speech in the voice of this person. Sources will be documented using MLA format. ● Deliver their speeches to an audience of their peers.	Lesson Sequence ● Distribute Faulkner's speech on accepting the Nobel Prize in Literature. Read speech and discuss questions and answers. ● Ask students to choose a real life person who has persevered and triumphed. ● Explain that we will be conducting online research on this person. ● Review lesson on how to evaluate a website and how to properly cite using MLA format. ● Students will write a five-paragraph speech in the voice of their chosen person. ● Students will present their speeches to the class.	● Comprehension questions for Faulkner's speech ● Students will bring in a picture of the person they have chosen for their speech. ● List of at least three sources (Works Cited page) ● Rough draft of speech. ● Presentation of speeches



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Differentiation:

Students have a choice of topics. Some students may have a shortened assignment (3 paragraphs instead of 5). ELL students may need to present privately to the teacher.

Resources Provided:

- Faulkner's speech as a model
- List of helpful websites such as History.com and Biography.com
- NoodleTools or other citation generating website



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Lesson Plan 2 Template

Content Area: English Course: English 2 Lesson Title: Dystopias and Totalitarian Governments

Time Frame: 42 minutes/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Social Studies, Government

Integration of Technology:

Students will be using Google Classroom to access the classwork assignment.

Equipment Needed:

Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Research the definition of a totalitarian government and provide examples of this type of government (both past and present). - Explain the connection between the terms “utopia” and “dystopia.” - Evaluate the structure of government and society in Ayn Rand’s <u>Anthem</u>. - Write a paragraph explaining why the society depicted in the novel is dystopian.	Lesson Sequence - Do Now (complete sentences): Go online to find a definition of a totalitarian government. Put this definition in your own words. What are some examples of past or present totalitarian governments? - Discuss answers to Do Now. - Students will log on to Google Classroom to link to the pdf “Dystopias: Definition and Characteristics.” Read this aloud and discuss unfamiliar words. - Students will write a paragraph explaining why the society in Ayn Rand’s <u>Anthem</u> is dystopian.	- Completed Do Now - Discussion - Completed paragraphs



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- Collect completed paragraphs.

Differentiation:

Paper copies of PDF will be available for students who would like to take notes on the handout. Extra time for the paragraph may be given to some students.

Resources Provided:

- Laptops
- Google Classroom
- Link to specific websites
- Paper copies of handout
- NJSLA Literary Analysis Rubric



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Lesson Plan 3 Template

Content Area: English **Course:** English 2 **Lesson Title:** Perseverance and Triumph Character Analysis Essay
Time Frame: Approximately 2 class periods

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, Health

Integration of Technology:

For pre-writing, students will use the Inspiration program to create a mind map for their essay.

Equipment Needed:

Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Evaluate a quote in terms of two works studied this marking period. ● Explain how the quote relates to our theme of perseverance and triumph ● Create a mind map or outline for their essay. ● Write an essay comparing and contrasting two characters. ● Evaluate why and how the characters persevered and triumphed or why they failed to do so.	Lesson Sequence ● Distribute quote and essay assignment and discuss this as a class. ● Review with students how to create a mind map using Inspiration. ● Check students' outlines/mind maps. ● Review how to write an introduction, a thesis statement, and a conclusion. ● Remind students to include quotes from the texts, in-text citations, and a Works Cited page (MLA format). ● Collect completed essays.	● Discussion. ● Check students' outlines/mind maps. ● Individual conferences with students on their introductions and thesis statements ● Rough drafts of essay
Differentiation: Some students will prefer to write an outline by hand rather than create the mind map. Any 504s or IEP will be followed.		



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Resources Provided:

- Laptops
- Inspiration program
- Individual conferences
- NoodleTools or other citation generating website
- NJSLA Literary Analysis Rubric



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

Curriculum Design Template

Content Area: English	Grade Level: 10	Course Title: English 2
Created: Updated 2024	Board Approved on:	



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Unit Overview Template

Content Area: English

Course: English 2

Grade Level(s): 10

Unit Title: Unit 4 - Reality and Illusion

Unit Summary: The unit will prepare students to define reality and illusion and differentiate between them. Ultimately, students will understand that what an individual may perceive as reality might be only an illusion, and that past situations, actions or relationships could cause a mental breakdown, thereby altering the individual's perception of what is "real." Students will read and discuss two main literary works: William Shakespeare's *Macbeth* and the film, "A Streetcar Named Desire." Classroom discussions and lessons will be designed to develop students' reading comprehension skills, knowledge of figurative language, as well as their communication skills through writing and speaking.

Primary Interdisciplinary Connections: History

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: The English 2 curriculum is dedicated to engaging students in a rigorous study of literary works through reading, viewing, speaking, listening, writing, and comprehending. The English 2 course is designed to provide a learning environment in which all students will be exposed to an extensive variety of challenges to develop their talents and reach their learning potentials. Shakespeare's *Macbeth* and Tennessee Williams's "A Streetcar Named Desire" challenge students to explore the psychology of a guilty mind and relate this to the marking period theme.

Learning Targets

Standards: NJSLS Language, Reading, and Writing

(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.



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(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.

L.SS.9-10.1	Demonstrate command of the system and structure of the English language when writing or speaking. A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. D. Use a colon to introduce a list or quotation. E. Recognize spelling conventions.
LVL.9-10.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.



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	E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
RL.MF.9-10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
W.WR.9-10.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Unit Essential Questions:

- What makes something real?
- Are illusions only visual?
- Can illusions be a positive aspect in someone's life?
- Can a person recognize his or her own illusions? Does it matter?
- How can the inability to distinguish between reality and illusion affect outcomes?
- Why do people create illusions in their lives?

Unit Enduring Understandings:

- Use details to analyze character, plot, setting, point of view, and development of theme.
- Define and apply literary terms.
- Consider and discuss why reality for one individual may not be reality for another.
- Understand that there are people who use escapism or illusions as a way of coping with a harsh reality.
- Discuss and predict what could happen to individuals who are unable to distinguish between reality and illusion (in terms of their relationships with others and their own mental demise).

Unit Learning Targets:

Students will....

- define "reality" and "illusion."
- evaluate the importance of each of these terms in our lives.
- analyze how an author's use of words creates tone and mood, and how the choice of words advances the theme or purpose of the work.
- discuss how and why people cope using escapism or illusions.
- compare and contrast two characters who both dealt with harsh realities and coped by creating illusions to survive.



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Evidence of Learning

Summative Assessment:

- Unit Tests (Comprehensive quizzes/tests that include multiple choice, true/false, matching, and open-ended questions.)
- Essay Tests (Comprehensive tests that include analysis and interpretation of literature in which the students must show mastery of understanding by writing answers in a well-organized, well-developed multi-paragraph essay.)
- Partner Scene Analysis (Students will translate a pivotal scene from the play with a partner, and demonstrate understanding of Shakespearean language. Students will be able to verbally present their scene and what it reveals about the characters involved.)

Equipment Needed: Applicable texts, laptops, film: A Streetcar Named Desire, film: Macbeth

Teacher Resources: Curriculum Map, Internet, Teacher-created handouts for Google Classroom

Formative Assessments:

- quizzes
- tests
- projects (individual and group)
- vocabulary study
- homework
- classwork
- exit cards
- Do Now
- student participation
- teacher observation
- peer/self assessment
- written activities



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Lesson Plans

Lesson	Time Frame
Lesson 1 The "Tomorrow Soliloquy"	1 class period
Lesson 2 MacDuff/Malcolm Translation Scene	2 class periods
Lesson 3 Compare & Contrast Essay	2 class periods

Teacher Notes: Before the reading of Macbeth, consider researching the "real" Macbeth characters and setting information on Scotland.

Curriculum Development Resources/Technology Resources:

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

<http://www.folger.edu/template.cfm?cid=2778>

<http://www.webenglishteacher.com/macbeth.html>

<http://www.shakespeare-online.com/sources/macbethsources.html>



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Lesson Plan 1 Template

Content Area: English Course: English 2 Lesson Title: The "Tomorrow Soliloquy"

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:

Psychology

Integration of Technology:

Google Classroom

Equipment Needed:

copies of Macbeth; handout on Google Classroom

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - read and analyze a soliloquy in context of other scenes in Macbeth. - examine the emotional status of Macbeth as he is about to be defeated both physically and mentally. - analyze Shakespeare's use of imagery to create effective visuals for the audience	Lesson Sequence - Do Now: Activate prior learning with the 3 Apparitions handout and Macbeth's whereabouts as the prediction regarding Dunsinane draws near. Discuss his state of mind. - Read Act 5 scene 5 in full. Then, reread aloud just the "Tomorrow, Tomorrow, and Tomorrow" soliloquy. - Students may work in pairs or small groups to discuss the following: -Describe Macbeth's attitude after line 6 -Explain why he won't meet Macduff in combat - Share responses	- Class participation/discussion - Peer work - Teacher observation - Worksheet on Google Classroom



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- In Pairs/Groups: Provide questions on Google Classroom for the soliloquy:
- Examine the first 3 lines (an excerpt from earlier in Act 5). Underline key words that express Macbeth's view towards his past. In what ways has his past affected him?
- What does the soliloquy express of his current view of life?
- Underline images you find most effective. Explain your choice
- Summary/Exit card: What do the last two lines reveal about Macbeth's mental state? What does he want now?

Differentiation:

All IEP requirements and accommodations will be followed. Groups may be selected or some students may choose to work independently.

Resources Provided:

- Google Classroom
- Copies of the play
- Teacher handout



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Lesson Plan 2 Template

Content Area: English Course: English 2 Lesson Title: Macduff/Malcolm Translation Scene

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:

Psychology, History, Character Education

Integration of Technology:

Google Classroom

Equipment Needed:

Copies of *Macbeth*; teacher generated translation sheet; laptop with Internet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - examine the dialogue between Macduff and Malcolm - translate nearly word-for-word the conversation they have in Act 4, scene 3. - reread the scene in present-day English with a partner in class the next day. - understand the mask Malcolm is wearing in the scene, and acknowledge the exchange of roles that happens to the two characters by the end of their dialogue.	Lesson Sequence Day One - Read Act 4 scene 3 to the point where Ross enters. - Allow students time to reread and to summarize the content of their conversation. Most students will have difficulty making inferences about both characters. - In pairs, students will begin a teacher prepared "translation sheet", located on Google Classroom, which is a blank script between Malcolm and Macduff. Begin in class and complete for HW. One of the pair should translate for Malcolm, the other for Macduff.	- Class participation - Peer work - Teacher observation - Worksheet on Google Classroom



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Day Two:

- Entrance Card- What is Macduff trying to get Malcolm to do, and what is Malcolm's response? Hear various responses.
- Each pair will go to the front of the room and read their translations of the scene. Students should have it printed out from Google Classroom at this point. Some will be more accurate than others.
- Check for understanding by posing several interpretive questions such as: what does this scene reveal about each man's loyalty to Scotland? Which character was pretending to hate Scotland? How do we know he's lying? These questions can be a quiz on an exit card.

Differentiation:

All IEP requirements and accommodations will be followed. Pairs may be selected, and some pre-made scripts may be modified.

Resources Provided:

- Teacher-made translation scripts
- Copies of Macbeth
- Google Classroom/the Internet/laptops



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Lesson Plan 3 Template

Content Area: English Course: English 2 Lesson Title: Compare and Contrast Essay

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:

Psychology

Integration of Technology:

Laptops/Word documents

Equipment Needed:

Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - organize ideas and textual support by creating a Venn diagram - compose a compare and contrast essay using textual evidence to support all claims. - create a compelling thesis statement for a compare/contrast composition.	Lesson Sequence - It is assumed that students have already viewed Streetcar Named Desire and discussed the characters prior to this lesson. Over the course of 2 class periods: - Do Now: Why did both Macbeth and Blanche depend on illusions in order to escape their realities? Discuss with a partner. Share various responses. - Essay prompt: Compare and contrast how Macbeth and Blanche used illusions to escape from reality. - Create a Venn Diagram on the whiteboard as a class which illustrates similarities and differences.	- Viewing guide for film - Peer work and discussion - Teacher observation - Venn diagram - class discussion contributions - Exit card



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- Students should copy this Venn Diagram into their notes.
- Exit card: Based on our Venn diagram, write a tentative thesis sentence for the compare and contrast essay. Continue to revise this sentence for HW. Write your most updated thesis sentence on your Venn Diagram.

Day Two: In-class essay. Students may use Venn Diagram to assist with their support and organization. Venn Diagram should also have the revised thesis sentence on it. Timed essay - 30 minutes. Students may choose to type essay on laptop or hand write the essay.

Differentiation:

All IEP requirements and accommodations will be followed. Venn Diagrams may be used during essay writing to assist in organization; optional laptop use to produce a timed essay. Thesis sentence may be revised before handing in the final essay.

Resources Provided:

- Teacher make copies of the Venn diagram
- Laptops/Word
- Film resource sheet (viewing guide)
- NJSLA Literary Analysis Rubric



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

Curriculum Design Template

Content Area: English	Grade Level: 10	Course Title: English 2
Created: Updated 2024	Board Approved on:	



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GLOBAL SKILLS

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

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



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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

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



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GLOBAL SKILLS

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

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



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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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



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

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



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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.