



SPRINGFIELD PUBLIC SCHOOLS

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

Springfield Public Schools Springfield, New Jersey 07081

English II Honors

Curriculum Guide

2024

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

Springfield Board of Education
Approved on July 29, 2024

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

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

Resolution: 28

Introduced By: Mrs. Saha

Seconded By: Mrs. Turnbull

Adopted: July 29, 2024

Curriculum Adoption

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

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

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

b. Middle School ELA Elective Courses

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

c. High School ELA Elective Courses

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

d. ESL (K-12)

- Elementary ESL
- Middle/High School ESL

e. Middle and High School World Language Curriculum

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

f. Florence M Gaudineer Program of Studies

Michelle Calas, School Business Administrator/Board Secretary

(continued)

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

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

SEAL

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

Michelle Calas
School Business Administrator/ Board Secretary



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Springfield Public Schools

Springfield, New Jersey

**Dr. Rachel Goldberg
Superintendent of Schools**

Erica Scudero ~ Assistant Superintendent for Curriculum, Instruction and Assessment

Curriculum Developed By:

Dr. Norman Francis ~ Principal of Jonathan Dayton High School

Candice Schiano ~ Supervisor of Humanities

English Teacher ~ Susan Breen



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This template is the product of an initiative led by the New Jersey Department of Education, Office of Academic Standards, in partnership with the New Jersey Association for Supervision and Curriculum Development (NJASCD) and the New Jersey Principals and Supervisors Association (NJPSA). The project was undertaken with the assistance of New Jersey content area supervisors, curriculum coordinators, and teachers during 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.



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Unit Overview Template

Content Area: English **Course:** English 2 Honors **Grade Level(s):** 10 Honors

Unit Title: Innocence & Experience **Unit Summary:** In this unit, students will explore the theme of Innocence and Experience through various literary works. Fictional work includes the short story “Old Horse” by Oliver Andresen. 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-ELA Reading, Writing, and Speaking Domains Grades 9-10

Content Statements:

Reading Domain Anchor 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.

Writing Domain Anchor Statements:



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(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.

(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.

Speaking and Listening Domain Anchor Statements:

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

CPI#:	Cumulative Progress Indicator (CPI):
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.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.



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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).
RI.PP.9–10.5	Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
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.
W.NW.9–10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.

Unit Learning Targets:

Students will analyze the text for the author's purpose and discuss how that purpose is revealed throughout the text. Students will also explore the marking period theme through reading, writing, conducting research, and presenting material to the class.

Evidence of Learning

Summative Assessment: Unit tests and writing assessments

Equipment Needed: Laptops

Teacher Resources: Teacher-generated 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 – Author's Purpose	once/week throughout the reading of the novel
Lesson 2 - Personal Narrative	3 class periods with additional drafting time at home
Lesson 3 - Character RAFT Writing Project	one week as a post-reading assessment

Teacher Notes: Author's purpose should be modeled for the class several times prior to and during the reading of *The Color of Water*. Consider using another reading selection such as *Actively Learn*

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/>

<http://pbs.org/BlackPanthers>



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Lesson Plan 1 Template

Content Area: English 2 Honors

Lesson Title: Author's Purpose

Time Frame: 42 minutes/4 times throughout the reading of the novel.

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 be required to maintain classroom records and study guides on LMS in order to participate in various activities as well as use notes for writing assignments. Students will be expected to refer back to this information throughout the marking period.

Equipment Needed:

Laptops, Internet, copies of the novel *The Color of Water*

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Determine ways in which an author reveals his purpose for writing (nonfiction). - Identify, analyze, and discuss McBride's purpose for writing his memoir, <i>The Color of Water</i>. - Generate ideas on a graphic organizer on LMS (teacher-generated). - Use key ideas and details from the text to support the explanation of the author's purpose. - Utilize MLA format when using quotations from the text.	Lesson Sequence - Do Now: In what ways can an author reveal his purpose for writing? Share various responses. - Responses might include: through his use of narration, organization/structure of the novel, point of view, use of chosen details, and use of characterization and theme. - Groups will form and complete a graphic organizer on LMS which requires students to identify, analyze, and support their view of McBride's purpose for writing. - Groups will share various pieces of information from	- Completed Do Now - Discussion in small groups - Completed handout on LMS - Homework



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this sheet after about 15 minutes of work.

- Review possible correct responses paying careful attention to which key ideas and details from the text actually help reveal McBride's purpose.
- Closure: Discuss the homework: update the sheet to include MLA format with all quotes used and print it out for tomorrow's class.

Differentiation:

- Groups are self-selected; the assignment allows choice in explaining how purpose is revealed; students can take the time to reflect on their group discussion by completing the assignment for homework as opposed to rushing to hand something in by the end of the period.
- 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.

Resources Provided:

- Laptops
- Internet & LMS
- Teacher-made graphic organizer
- Copies of the novel, *The Color of Water* by James McBride



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Lesson Plan 2 Template

Content Area: English 2 Honors Lesson Title: Personal Narrative Time Frame: 3 class periods

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Psychology

Integration of Technology: Knowledge of Word documents/Google documents and editing tools

Equipment Needed: Laptops, narrative rubric such as NJSLA or teacher made

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Consider and brainstorm ideas about losing innocence for the purpose of writing a personal narrative. - Engage and orient the reader by setting up a problem, situation, or observation. - Introduce a narrator or character and establish a point of view. - Apply narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop an experience. - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experience, event, setting, and characters.	Lesson Sequence Day 1: Review assignment and formalize the rubric. - Discuss the rubric with students and decide if anything else should be considered or added to the rubric. - Review of sensory language, modifiers, or what type of details to use in narrative writing should be discussed and reviewed today. Mini lessons as needed. Day 2: Prewriting using a graphic organizer. - Organizer will elicit memories of childhood, favorite people, and previous school experiences in order to activate and recall ideas to use for the narrative. -	- Graphic Organizer to check for pre-writing activity - Draft check-ins as needed - Mini lesson check ins as needed - Full draft completion



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- Evaluate and critique your own writing using a rubric.

Students will spend the next several days drafting, revising, and editing both in class and at home.

- Students should use the rubric as a “checklist” after reading a first draft.

Day 3: **Formal revision/editing in class.**

- Remind students of the purpose of writing. Ask students to be sure their narrative conveys their intended purpose for writing.
- Teacher to check full drafts are completed.
- Students will use Word or Google Doc editing tools to highlight, copy, and paste sections to be moved, and create new paragraphs, headers, or footers.
- Demonstrate how to create a cover page for a narrative: proper spacing and formatting.
- Again, as a class use the rubric as a “checklist” and allow students to ask questions for clarification.

Additional days should be added as needed depending on student progress.

Note: It is not recommended that the narratives be peer critiqued due to the personal nature of the writing.

Differentiation:

- If time permits, the teacher may organize a “writer’s workshop” which allows for each student to receive one-on-one feedback throughout the writing process.
- Students may provide feedback on the rubric. The teacher may have a class create their own rubric or checklist for revising.



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- 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.

Resources Provided:

- Laptops
- Teacher-generated prewriting graphic organizer
- NJSLA Narrative rubric or teacher/class-generated narrative rubric



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Lesson Plan 3 Template

Content Area: English 2 Honors Lesson Title: RAFT Character Analysis Time Frame: one week

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: Laptops, LMS, Internet, Pages, Word templates

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Participate in a LATI (Learner Active Technology Infused) assessment. - Use the writing process to draft, write, design, and create two different assessments. - Incorporate textual evidence and support into a new piece of writing. - Consider perspective, audience and purpose as part of the writing experience. - Take on the persona of a favorite character studied this year in order to write in his/her perspective.	Lesson Sequence Day 1: Introduce the RAFT assessment choices: <i>RAFT (ROLE, AUDIENCE, FORMAT, TOPIC)</i>. Students are each responsible for choosing one writing assessment from Part 1: (either a narrative or business letter) and one creative assessment from Part 2: such as creating a thank you card, song, poem, or public service announcement. - Students will select one of the choices: either one business letter or one narrative. - Mini-lesson on writing a business letter. The teacher will provide an example. - Students will have a period or two in class to draft,	- Draft check-ins - Mini lessons



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revise, edit and publish this assessment.

- These two assessments can be scored using NJSLA rubrics (narrative and literary analysis).
- RAFT Part 2 - continue mini lesson as needed for technology access to Word or Pages templates and using laptops to create public services announcements or recording songs.
- Students will have 2 class periods to work in class.
- Assessments will be presented and scored using a teacher created rubric.

Differentiation:

- Students have choice over which assessments they complete.
- Various students may be responsible for contributing a technology mini lesson.
- Raft Part 2 may be completed with a partner or independently.
- Students have a choice over how much technology to use.
- If time permits, teacher can have the students create the actual RAFT choices.
- 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.

Resources Provided:

- Laptops with templates
- Pages
- Printer
- Teacher generated rubric
- NJSLA rubrics



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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 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 Honors
Created: Updated 2024	Board Approved on:	



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Unit Overview Template

Content Area: English **Grade Level:** English 2 Honors **Grade Level:** 10 Honors

Unit 2 Title: 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. Honors students will discuss and analyze symbolism in the text, *The Catcher in the Rye*.

Primary Interdisciplinary Connections: Social Studies, 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 Honors level course is dedicated to engaging students in a rigorous study of several works from 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 the NJSLS-ELA Standards. This 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 potentials.

Learning Targets

Standards: NJSLS-ELA Reading, Writing, and Speaking Domains Grades 9-10

Content Statements:

Reading Domain Anchor 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.



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(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

Writing Domain Anchor Statements:

(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.

(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.

Speaking and Listening Domain Anchor Statements:

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

TECH.8.1.12.C [*Strand*] - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.



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CPI#:	Cumulative Progress Indicator (CPI):
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.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.
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).
RI.PP.9–10.5	Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
WR.W.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.
W.NW.9–10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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.
SL.PE.9–10.1.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.
SL.PE.9–10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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.



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SEL.PK-12.1.3

Recognize one's personal traits, strengths, and limitations.

SEL.PK-12.3.1

Recognize and identify the thoughts, feelings, and perspectives of others.

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

Teacher Resources: Curriculum Map, NJSLA Literary Analysis and Narrative Task Rubric

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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Lesson Plans

Lesson	Time Frame
Lesson 1: Holden Narrative	5-7 class periods
Lesson 2 - Symbolism Analysis	2 class periods
Lesson 3 - Catcher Scavenger Hunt	2 class periods

Teacher Notes:

- Lessons 1 & 2 should be completed post-reading for *The Catcher in the Rye*.
- Lesson 3 is a pre-reading activity.
- Review the key points of narrative writing and review both the NJSLA rubric for Narrative writing and a teacher-generated rubric for the specific assignment expectations.

Curriculum Development Resources/Technology Resources:

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

<http://performingineducation.com/complete-guide-to-teaching-writing>



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Lesson Plan 1 Template

Content Area: English

Lesson Title: Holden Narrative

Time Frame: 5-7 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:

Psychology

Integration of Technology:

Laptops, Word Documents and editing tools, LMS

Equipment Needed:

Laptops, NJSLA Narrative Task Rubric, teacher generated rubric for narrative writing

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Compose a narrative in the voice of Holden Caulfield ten years after the plot of <i>Catcher</i> ends. - Use the writing process in order to pre-write, draft, revise, edit and publish a piece of writing using technology. - Organize ideas using a graphic organizer - Use textual references in order to provide logical reasoning for a narrative plot - Employ and capture the voice of Holden Caulfield using dialogue in “Holden speak”. - Apply various narrative writing skills to a short story such as descriptive language,	Lesson Sequence - Day 1: Review rubrics along with any specific skills required for narrative writing. A mini-lesson may be necessary, such as incorporating dialogue, or “how to” write a believable plot that references the novel in some way. - Day 2: Pre-writing using a graphic organizer of choice. The teacher should post a choice of templates on LMS. Students will develop plot and characterization. - Days 3-4: Draft the narrative using Word. - Day 5 – Mini-lesson on a narrative skill/technique such as “how to” incorporate sensory words and description into the narrative.	- Mini lessons/quizzes that demonstrate narrative writing skills - Various writing assignments on Holden’s character to establish an understanding of his personality and motivation. - Graphic organizer completion



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sensory detail, pacing, and reflection

- Days 6 & 7 - Revise and edit using Word document tools such as highlighting text, spell check, and thesaurus. Publish the piece with a unique title.

Differentiation:

- Students might enjoy writing from a different character's perspective such as Phoebe or Mr. Spencer rather than Holden. Students may have a choice over which type of graphic organizer to employ for the assignment.
- Students may extend the revising and editing process by adding a "Peer Evaluation" class after publication. Peers can use the class rubrics to "score" a peer's narrative.
- 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.

Resources Provided:

- Laptops
- LMS
- NJSLA Narrative Task Rubric
- Copies of *The Catcher in the Rye*



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Lesson Plan 2 Template

Content Area: English 2 Honors Lesson Title: Symbolism Analysis Time Frame: 3 class periods

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Psychology, Social Studies

Integration of Technology: Laptops, LMS, PowerPoint, Google Slides

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 a 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. - Create a symbol and original poem that best reflects Holden's character and/or personality.	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 that asks them to define imagery, symbolism, and motif and then identify examples of each as found in the text. Students should identify page numbers along with the example. -Groups will each share an example of imagery, symbols or motif. - Summary: Which of the symbols listed on the organizer helped to promote	- Class participation/group discussion - Teacher observation of groups - Graphic organizer completion - Homework - Exit card - Holden symbol and haiku



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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

Do Now: Which symbol helps promote a theme of *Catcher*, or Holden's character? Explain.

- 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.

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.

- The graphic organizer and exit cards may be used as pre-writing for an essay about symbolism.

Day 3

Do Now: Review haiku structure.

Activity:

Students will be given a template on which to draw a symbol they feel best represents Holden Caulfield. A haiku will be written which will show the connection between the chosen symbol and Holden.



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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.

Resources Provided:

- Teacher-generated symbol template
- PowerPoint/Google Slide Presentation & instructional material
- Laptops



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Lesson Plan 3 Template

Content Area: English 2 Honors Lesson Title: *Catcher* Time Frame: 2 class periods
Scavenger Hunt

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: LMS, Internet

Equipment Needed: Laptops, LMS

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Research a variety of topics as pre-reading for <i>The 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. - Students will use an itinerary template created by the teacher which is located on LMS. - Students will choose a date, showtime, and seats for The Christmas Spectacular; select 3 exhibits to view at the Museum; and investigate between 5-7 activities and attractions to visit at Central	- Research methods including MLA format - Group work observation/rubric - Teacher observation - Exit card - Itinerary document



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Park. This information will be reflected on each groups' itinerary.

- Itineraries will be printed out for HW. Websites used will be included in a Works Cited format on the bottom of the itinerary.

Day 2:

- Students will investigate the website of a prestigious private boarding school in terms of cost, curriculum, housing, meal plan and extracurricular activities.
- 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:

- Depending on time, students could also use Pages or a Word template to create their own itineraries which include photos, clip art, and descriptions. A map might also be useful as a visual for Central Park.
- 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.

Resources Provided:

- Teacher created a “virtual” tour of NYC landmarks.
- Organizer for an “itinerary” as a model for students to follow
- NJSLA literary analysis rubric
- Laptops, possible Pages or Word Template



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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 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 Honors **Course Title:** English 2 Honors

Created: Updated 2024

Board Approved on:



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Unit Overview Template

Content Area: English **Course:** English 2 Honors **Grade Level(s):** 10 Honors

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*. Other areas of study include a Native American research unit, various poems, and non-fiction pieces. Students will consider the importance of having courage in order to persevere through adversity. Students will explore which characters persevered and why some characters triumphed and others did not in a writing assessment.

Primary Interdisciplinary Connections: History, Diversity Studies, 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: 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: NJSLS-ELA Reading, Writing, and Speaking Domains Grades 9-10

Content Statements:

Reading Domain Anchor 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.

Writing Domain Anchor Statements:



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(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.

(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.

Speaking and Listening Domain Anchor Statements:

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

CPI#:	Cumulative Progress Indicator (CPI):
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.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.



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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).
RI.PP.9–10.5	Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
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.
W.NW.9–10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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.
SL.PE.9–10.1.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.
SL.PE.9–10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.

Unit Learning Targets:

Students will analyze the theme and the author's use of characterization in two novels. Students will conduct research on Native American tribal life both past and present. Students will present their research to the class in a dynamic, technology- presentation. Students will write an essay comparing and contrasting 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



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Lesson Plans

Lesson	Time Frame
Lesson 1: Character & Theme Analysis	1 class period
Lesson 2 - Native American Research Unit	2 weeks
Lesson 3 - Perseverance and Triumph Character Analysis Writing Assessment	1-2 class periods

Teacher Notes: Use most updated version of MLA format and/or utilize IMC to schedule MLA training. Use Noodletools for MLA research.

Curriculum Development Resources/Technology Resources:

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

<http://allpsych.com/psychology101/defenses/>

LMS

[http://www.thefreedictionary.com/Perseverance + Triumph](http://www.thefreedictionary.com/Perseverance+Triumph)

Access Noodletools through Clever.com



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Lesson Plan 1 Template

Content Area: English Course: English 2 Honors Lesson Title: *The Absolutely True Diary of a Part-Time Indian. Character & Theme Analysis*

Time Frame: 1 class period

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Psychology, History

Integration of Technology:

Students will utilize LMS to complete a graphic organizer.

Equipment Needed:

Laptops, Internet, LMS, copies of *The Absolutely True Diary of a Part-Time Indian*

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define the terms perseverance and triumph using an online dictionary. - Apply those definitions to selected characters in the novel and begin to analyze Alexie's use of characterization. - Analyze a character's ability to persevere and triumph using insight and direct citations. - State and defend a claim about one character in terms of perseverance and/or triumph (exit card). - Develop a claim using details, quotes, and insight in a	Lesson Sequence Essential Questions: (1) Which characters in <i>The Absolutely True Diary of a Part-Time Indian</i> persevered through adversity? Explain. (2) Were these characters also able to triumph? Explain. Do Now: Use the Internet to define terms: Perseverance and triumph. Discuss these definitions as a class and decide on one class definition for each term. Students will write these definitions on the graphic organizer located on LMS. Activity: In small groups, students will apply these definitions to various characters. Students should choose	- Completed Do Now - Group Discussion - Graphic Organizer - Completed Exit Cards - Constructed Response - Homework assessment



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constructed response writing assessment.

no less than 3 characters to analyze this period on the teacher-made graphic organizer located on LMS. Graphic organizer will ask for textual evidence about characters' feelings, actions, and behaviors to help prove if perseverance and/or triumph occurred. Students will use MLA format when citing the text.

- Teacher will monitor and briefly discuss findings with each group. If there is time, some or all groups may share their most important findings with the class.
- Exit Cards should reflect a claim made about one character and at least two supporting details from the text as well as insight offered by the student.
- Homework: A formal constructed response prompt will be posted on LMS for students to develop ideas and hand in tomorrow.

Differentiation:

- This lesson can be applied to any novel and can also be used for pre-writing or a test review.
- Students may select their own groupings; students may select their own characters for the assignment; students may hand in an individual or group exit card. Teacher and/or students may decide to take this lesson into studying gender to answer the Essential Unit Questions:
 - What role does gender or race play in decision making and problem solving?
 - What role does gender or race play in persevering or the ability to triumph?
- 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.

Resources Provided:

- Laptops
- LMS
- Copies of *The Absolutely True Diary of a Part-Time Indian*
- Teacher-created graphic organizer



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Content Area:	English 2 Honors	Lesson Title:	Native American Research	Time Frame:	2 weeks: 1 week research 1 week presentations
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Writing & Research connection: research skills, History

Integration of Technology: Internet for JDHS approved databases, Noodletools, LMS, Power Point

Equipment Needed: Laptops, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Conduct research using the internet and databases in order to produce a dynamic PowerPoint presentation. - Work cooperatively in groups in order to produce an organized presentation. - Utilize MLA format for research. - Separate essential from non-essential information in nonfiction readings for research purposes. - Consider guiding questions as they discuss research findings. - Utilize Noodle Tools to organize research into	Lesson Sequence: Days 1-3 - IMC research. Students will work in assigned small groups. Students will be reading, taking notes, using NoodleTools, discussing, organizing and categorizing information, and asking questions. Day 4 - Creation of PowerPoint slides. Groups will need to share research in order to decide which information to present. Students could share Fact Cards on Noodltools.com or print out information. Powerpoint slides must include MLA	- Daily Noodle Tool check ins - Source checks - Teacher- Group meetings - Power Point/Google slides and checks



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categories of study and topics.

- Use a task completion checklist to assist group with executive functioning skills.
- Synthesize information gathered into one cohesive presentation to ensure no information is repeated, sources are valid, and all guiding questions are answered.

format. Students will follow a teacher-made checklist while they are meeting to help guide the task completion.

Day 5

- Organizing the presentation. Students will: create notes for public speaking reminders, practice the presentation including hooking laptop up to projector, make sure all topics are covered, edit slides if necessary. Students will check the checklist for last minute details and editing errors.

Days 6-10

- Presentations in class. Class will take notes on each presentation. An organizer can be created for note-taking purposes.

Differentiation:

- The organization process may require additional class periods.
- Students can make trifold brochures instead of doing a PowerPoint/Google slides.. MLA format would still be required.
- Each group could be required to make a graphic organizer for the rest of the class which reflects what the class needs to know about their presentation.
- 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.

Resources Provided:

- Teacher created rubric for the research project
- Projector
- Laptops with PowerPoint/Google slides
- IMC use
- JDHS database subscriptions
- NoodleTools account



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Lesson Plan 3 Template

Content Area: English 2 Honors Lesson Title: Perseverance and Triumph Character 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: History, Psychology, Health

Integration of Technology: Use of Word or Inspiration for pre-writing strategy

Equipment Needed: Laptops, copies of novels

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 - Utilize the pre-writing strategy of choice (outline, organizer of choice) - 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 pre-write and the choices available to them. - 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 - Pre-writing strategies - Individual conferences with students on their introductions and thesis statements - Rough drafts of essay



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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.

Resources Provided:

- Laptops
- Word doc or other pre-writing software such as Inspiration
- Individual conferences
- 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 10 Honors
Created: Updated 2024		Board Approved on:



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Unit Overview Template

Content Area: English

Course: English 2 Honors

Grade Level(s): 10 Honors

Unit Title: Unit 4 - Illusion and Reality

Unit Summary: This unit will prepare students to define reality and illusion and differentiate between them. Ultimately, students will come to their own conclusion that what an individual may perceive as reality is only an illusion he or she believes is reality, and that past situations, actions or relationships could cause a mental breakdown to occur thereby altering the individual's perception of what's "real". Students will read and discuss two main literary works: William Shakespeare's *Macbeth* and the film, *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' *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-ELA Reading, Writing, and Speaking Domains Grades 9-10

Content Statements:

Reading Domain Anchor 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.



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(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.

Writing Domain Anchor Statements:

(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.

(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.

Speaking and Listening Domain Anchor Statements:

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

CPI#:	Cumulative Progress Indicator (CPI):
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.



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RL.IT.9–10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
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).
RI.PP.9–10.5	Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
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.
W.NW.9–10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
SL.AS.9–10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
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.
SL.PE.9–10.1.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.
SL.PE.9–10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

Unit Essential Questions:

- Are illusions 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?
- What makes something real?



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- 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 related to a literary work.
- Consider and discuss what reality is 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:

- Define "reality" and "illusion".
- List the importance of each of these terms in our lives.
- Analyze how an author's use of words creates tone, 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 as a survival skill.
- Compare and contrast two characters who both dealt with harsh realities and coped by creating illusions to survive.

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, Internet, film: *Macbeth*

Teacher Resources: Internet, Teacher made handouts for LMS

Formative Assessments:

- quizzes
- tests
- projects (individual and group)
- vocabulary study
- homework
- classwork
- exit cards



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- Do Nows
- student participation
- peer/self assessment
- written activities



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Lesson Plans

Lesson	Time Frame
Lesson 1: Lady Macbeth "Unsex Me Soliloquy"	1-2 class periods
Lesson 2 - MacDuff/Malcolm Translation Scene	2 class periods
Lesson 3 - Character Study	5 class periods

Teacher Notes: This lesson should come immediately after reading and discussing Act 1 scene 5. Various students will read the soliloquy out loud and then the class will respond to several analysis questions. Analyze and discuss the terms and phrases Lady Macbeth uses such as "unsex me here"; "full of the milk of human kindness", and "that I may pour my spirits in thine ear; and chastise with the valor of my tongue; all that impedes thee from the golden round...". The two goals with this lesson are (1) to examine and consider Lady Macbeth's intentions and motivation as she begins her descent into madness and, (2) to rewrite and/or paraphrase the soliloquy into modern English using the current vernacular.

Curriculum Development Resources/Technology Resources:

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

Video 1: Dame Judy Dench as Lady Macbeth/Act 1 scene 5 / www.youtube.com/watch?v=2xHlmgY6Bgk

Video 2: <https://www.youtube.com/watch?v=ft2Lthl9q5Y>

<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 Honors **Lesson Title:** Lady Macbeth Act 1 scene 5
"Unsex Me" soliloquy

Time Frame: 1-2 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

Integration of Technology:

Internet and access to youtube.com; LMS

Equipment Needed:

Laptops; students need headphones, copies of the play *Macbeth*

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Read and analyze Act 1 scene 5 of <i>Macbeth</i>. - Examine the complex emotional state and intentions of Lady Macbeth as she prays to be "unsexed". - Analyze and determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. - Analyze the cumulative impact of specific word choices on meaning and tone by listening to the speech by two different performers. - Rewrite this soliloquy in "modern" English.	Lesson Sequence - Essential Questions: - What feelings and intentions are revealed in this soliloquy? - What is Lady Macbeth's tone towards Macbeth? - What illusion is Lady Macbeth creating for herself and why? - What do her intentions reveal about her character? Day 1 Do Now: Read and paraphrase using at least one quote, Act 1 scene 5. Discuss various responses and review any questions about the scene. Activity: - Log onto LMS to view the two posted videos portraying	- Do Now - Class participation/ability to watch videos and use headphones - Class discussion (talk to a neighbor and large group)



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Lady Macbeth in Act 1 scene 5.

- After viewing, as a large class, discuss reactions to these videos; which one was a more accurate representation of Lady Macbeth and why.
- Students will respond to several questions on LMS by talking with a neighbor and recording ideas about how this scene was portrayed through video. Questions might look like: Which actress portrayed the tone you imagined Lady Macbeth would have in this scene? Explain. How does viewing this scene from a Shakespearean play aid in understanding?
- Summary question: What illusion is Lady Macbeth creating for herself in this scene? What does this reveal about her true character?

Day 2

- Students will rewrite the soliloquy with a partner and perform it for the class.

Differentiation:

- Use of multimedia (videos) to provide a visual for those visual-oriented students; use of two different videos depicting the same scene for choice; opportunity to work with a partner or alone if preferred.
- 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.

Resources Provided:

- Internet access; LMS
- Laptops
- Copies of the play, *Macbeth*
- Teacher-created translation handout for Act 1 scene 5



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Lesson Plan 2 Template

Content Area: English 2 Honors 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: LMS

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 in Act 4, scene 3. - Translate nearly word-for-word the conversation they have in this scene. - Reread the scene in present-day English with a partner in class the next day. - Identify the verbal irony in the scene, in that Malcolm is wearing a “mask”. - Discuss 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 LMS, 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.	- Peer work - Teacher observation - Worksheet/homework completion on LMS - Soliloquy performance participation



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Day Two:

- Do Now: 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 LMS 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.
- Exit card: Identify and explain the verbal irony in this scene. Cite specific lines.

Differentiation:

- All IEP requirements and accommodations will be followed.
- Pairs may be selected

Resources Provided:

- Teacher-made translation scripts
- Copies of *Macbeth*
- LMS/the Internet/laptops



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Lesson Plan 3 Template

Content Area: English 2 Honors Lesson Title: Character Study Time Frame: 5 class periods

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Character Education, Psychology

Integration of Technology: film, LMS

Equipment Needed: Laptops, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Investigate a specific character from a play or film in order to complete a character study. - Examine the behavior, words, appearance, motivation, personality, and habits of a character. - Document investigative work on a graphic organizer. - Evaluate the author's use of subtext to perceive character development. - Write a compelling claim that identifies how the character used illusions to escape from reality. - Use textual references in MLA format to support the claim. - Create a final product/assessment to relay claim and findings about the character such as an essay,	Lesson Sequence: Day 1: Do Now: Make a list of characters you feel used illusions to escape from reality (<i>Macbeth</i> or <i>Streetcar</i>). - Explain what a character study is and what the final assessment choices will be. - Students will select one character to examine and begin the graphic organizer in class. Complete at least half of the organizer for HW. Days 2-3: - Students will meet with the teacher one-on-one and discuss the choice of character and evidence found so far. Consider drafting ideas for the claim. Day 4: - Students will develop a claim based on the evidence they located. Once the claim is completed and the teacher	- Teacher conference - Claim approval - Evidence collection on graphic organizer - Draft of the final product



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PowerPoint, brochure, or poster advertisement.

approved, students will decide which format they choose for the final assessment. Assessment needs to reflect: the claim, evidence to support the claim, MLA format, and a visual that reflects the character.

Days 5+

- Draft final product and prepare to present assessment to the class.

Differentiation:

- Assessment offers options such as: essay writing, brochure, poster, or PowerPoint.
- All IEP requirements and accommodations will be followed.
- Graphic organizers may be altered/updated as needed to accommodate a claim.
- Claims may be revised as needed.

Resources Provided:

- Teacher created graphic organizer and rubric.
- Laptops/Word/pages/Powerpoint
- 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 Honors
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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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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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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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.