



SPRINGFIELD PUBLIC SCHOOLS

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

Springfield Public Schools Springfield, New Jersey 07081

English IV

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

Michelle Calas
School Business Administrator/ Board Secretary



SPRINGFIELD PUBLIC SCHOOLS

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

Springfield Public Schools

Springfield, New Jersey

**Dr. Rachel Goldberg
Superintendent of Schools**

Curriculum Developed By:

Dr. Norman Francis ~ Principal of Jonathan Dayton High School

Candice Schiano ~ Supervisor of Humanities

Erica Scudero ~ Assistant Superintendent for Curriculum, Instruction and Assessment

Rachel Hough ~ English Teacher



SPRINGFIELD PUBLIC SCHOOLS

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

Unit Overview Template

Content Area: English IV **Grade Level:** 12 **Unit Title:** Authority and Rebellion

Unit Summary: Students read, analyze, view, and discuss several texts that focus on the concepts of authority and rebellion. Students consider the individual's role and responsibility within a society, as well as the government's responsibility to its citizens. Additionally, students examine the circumstances that might lead to oppression and resulting rebellion.

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: This unit is important because it illustrates the dangers of a too-powerful government and encourages students to think critically about their roles in society and to be active rather than passive participants in their community/nation/planet.

Students will be able to gain insight into topics such as freedom, oppression, propaganda, privacy, censorship, and protest.

This unit will serve as an overview/introduction to timely topics to which all students can relate.

Learning Targets

Standards: NJ SLS Reading and Writing

Content Statements:

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

TECH.9.4.12.IML Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.

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

RL.CI.11–12.2.	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
----------------	--



SPRINGFIELD PUBLIC SCHOOLS

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

RL.CR.11–12.1.	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
W.WR.11–12.5.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Unit Essential Questions:

- How much is "too much" government involvement in our lives?
- What is the relationship between technology and freedom?
- What is the relationship between education and freedom?
- What causes rebellious behavior and what does it look like?

Unit Enduring Understandings:

- Too much government involvement limits individual freedom and can result in resentment, frustration, and rebellion. At all times, we must be vigilant that our government is acting in our best interest.
- Technology can be simultaneously freeing and constraining; too much exposure, for example, can limit one's privacy.
- Literacy and social/political awareness are essential to preserving freedom and keeping our leaders' power in check.
- Rebellious behavior is caused by feelings of powerlessness and oppression. Rebellion can take the form of violent and non-violent protests such as riots, terrorist acts, marches, strikes, etc.

Unit Learning Targets:

Students will...demonstrate an understanding of the term "totalitarianism."

Students will...practice close reading and analysis of a novel.

Students will...analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Students will demonstrate their understanding of marking period concepts and mastery of effective writing skills via formal and informal writing assessments.

Students will...build critical literacy, research, and writing skills via a research iMovie assignment.



SPRINGFIELD PUBLIC SCHOOLS

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

Evidence of Learning

Summative Assessment: In-class essay, Rebellion project

Equipment Needed: Laptops, projector

Teacher Resources: Laptops, the LMS

Formative Assessments:

- Quizzes
- Class discussions
- Homework
- Journals
- Do-nows



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plans

Lesson	Time Frame
Lesson 1: Creating a Totalitarian Society	Two class periods (80 minutes)
Lesson 2: Opposites Attract	One class period (40 minutes)
Lesson 3: Orwellian iMovie Project	One week

Teacher Notes: The Totalitarian Society lesson may need to be extended based on how intricately the students decide to create their society.

Curriculum Development Resources/Technology Resources:

Laptops for the iMovie

<http://www.dreamsyncapp.com/2015/12/30/imovie-2015-2016-tutorial-use-beginners/>

<https://www.britannica.com/topic/totalitarianism>



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 1 Template

Content Area: English IV Lesson Title: Creating a Totalitarian Society Time Frame: Two days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Social Studies

Integration of Technology: Students will use their laptops and the Internet to collaborate on their work in order to create their society.

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to understand the meaning of "totalitarianism" and cite historical examples. - Consider various components of society and debate which ones are essential to government control of the population (i.e. media, water supply, transportation, etc.). - In small groups, students will determine which components of society their own fictional totalitarian governments will control and provide written justification to support their choices - Practice public speaking and communication skills as they present their choices and justifications to their	Lesson Sequence - Do-now: Copy down the definition of "totalitarianism" provided on the board, and answer the following question: Can a totalitarian society exist in this country? Why or why not? - Class discussion of students' responses. - The teacher will pass out and explain the "Creating a Totalitarian Society" worksheet and activity. - Students will be given approximately 5 minutes to rate the different components of society from most important to control to least important. - The teacher will assign small groups. Students will meet in	- Written and verbal justification of groups' choices - Class discussion



SPRINGFIELD PUBLIC SCHOOLS

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

classmates and subsequently
ignite class discussion

small groups to debate their individual ratings and come up with a group consensus on the top 10 most important elements of society that must be controlled in order to maintain a totalitarian regime. Each group must provide a written justification for wanting to control each of the 10 elements. Students will take on different roles such as leader, recorder, speaker, etc. Afterward, groups will report to the rest of the class. Class discussion of groups' choices. The teacher will collect the groups' responses and conclude the lesson.

Differentiation:

The teacher will assign groups based on mixed ability levels (i.e. classified and non-classified students distributed evenly throughout groups).

Extended time provided, as appropriate, for tasks

Resources Provided:

"Creating a Totalitarian Society" worksheet



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 2 Template

Content Area: English IV

Lesson Title: "Opposites Attract"

Time Frame: Two days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies

Integration of Technology: Laptops

Equipment Needed: Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Consider the characterization of Winston Smith and Julia in 1984 - Compare/contrast Winston and Julia's motivations, actions, philosophies, and understandings of the Party, among other things - Analyze the glass paperweight as a symbol for Winston and Julia's relationship - Demonstrate understanding of Winston and Julia's relationship by identifying an additional symbol that can represent it. - Identify examples of real-world relationships that fit into the same relationship as Julia and Winston	Lesson Sequence - The night before the lesson, students will complete the "Opposites Attract" handout (Venn diagram comparing Winston and Julia on numerous factors as well as questions about symbolism for their relationship). - The teacher will use the projector to display an empty Venn diagram on the board. Together, the class will fill in the characteristics of Winston and Julia as students share their responses to the previous night's homework. Class discussion. - Class discussion of symbolism in the novel (glass paperweight as well as students' own original symbols for Winston and Julia's relationship).	- Homework (worksheet) - Class discussion
Differentiation:		



SPRINGFIELD PUBLIC SCHOOLS

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

Small group discussion of worksheet with examples provided.
Reduce the number of required responses to address modifications in IEP.

Resources Provided:

- "Opposites Attract" worksheet



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 3 Template

Content Area: English IV

Lesson Title: Orwellian iMovie Project

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:

Social Studies

Integration of Technology:

Students will use the Internet to research relevant current events. They will use iMovie to create the final product. They will use the projector to share their movies with the rest of the class. They will use the LMS to post their movies online for further viewing and commentary.

Equipment Needed:

Laptops, projector, Noodletools

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will consider the meaning of the term "Orwellian" - Students will draw meaningful text-to-text, text-to-self, text-to-world, and self-to-world connections via class discussion and a project bringing in current events - Students will employ technology to research current events and create compelling presentations through which to convey information about their chosen current events to their classmates	Lesson Sequence - Do Now: Based on your reading of 1984, what does it mean when something is described as "Orwellian?" - Class discussion of the term "Orwellian" - The teacher will introduce current events iMovie project. - Students will pair up and begin working on the project. They will use Noodletools to cite their sources and make a Works Cited page	- Submission of chosen current events article and written summary - Submission of Works Cited entry for the chosen article - A daily log of group progression



SPRINGFIELD PUBLIC SCHOOLS

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

Differentiation:

This project is mainly differentiated by interest (but also by ability). Students can select any relevant current events article that sparks their curiosity/interest and can also select an article that matches their reading ability level.

Resources Provided:

- Orwellian iMovie project handout (guidelines)
- Project rubric
- "How to Create a Works Cited page" handout-Noodletools



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Reflection

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

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

Curriculum Design Template

Content Area: English IV

Grade Level: 12

Course Title: English IV

Created: 2024

Board Approved on:



SPRINGFIELD PUBLIC SCHOOLS

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

Unit Overview Template

Content Area: English Grade Level: 12 Unit Title: Journey to Self-Discovery

Unit Summary: Students read, analyze, view, and discuss several texts that focus on the concepts of conformity/non-conformity, responsibility, enlightenment, and self-discovery.

Primary Interdisciplinary Connections: Philosophy

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

Unit Rationale: This unit is important because it examines the value of independence in a collective society, the difference between "truth" and perception, the formation of one's identity, as well as the relationship between self-awareness and behavior.

Learning Targets

Standards: NJ SLS Reading and Writing and Technology

Content Statements:

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding how they develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

TECH.9.4.12.IML Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and expertise of sources to answer questions, solve problems, and inform decision-making.

CPI#:	Cumulative Progress Indicator (CPI):
RL.CI.11–12.2.	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.CR.11–12.1.	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.



SPRINGFIELD PUBLIC SCHOOLS

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

RL.IT.11-12.3.

Analyze the impact of an author's choices as they develop ideas throughout the text regarding how they develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

TECH.9.4.12.IML.2

Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Unit Essential Questions:

- What is the value of independence in a collective society?
- What is the relationship between self-awareness and behavior?
- When is conformity morally unacceptable?
- When is nonconformity necessary?
- What shapes identity formation?

Unit Enduring Understandings:

- Perception is limited by individual experience.
- The danger of internalizing labels and stereotypes.
- The journey to self-discovery is fraught with conflict and can be painful.

Unit Learning Targets:

Students will....

- understand how experiences can limit one's perception of the world.
- understand the journey one takes from ignorance to enlightenment in the context of the novel and their whole life.
- Identify a number of philosophies and apply them to the novel and the real world.



SPRINGFIELD PUBLIC SCHOOLS

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

Evidence of Learning

Summative Assessment: In-class essay

Equipment Needed: Projector, laptops

Teacher Resources: The novel, laptops, background to "Beowulf" video

Formative Assessments:

- Quizzes
- Class discussions
- Homework
- Journals
- Do-nows



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plans

Lesson	Time Frame
Lesson 1 Allegory of the Cave Activity List	5 Class periods
Lesson 2 What is a Monster?	1 Class period
Lesson 3 Types of philosophy in the novel	2 Class periods

Teacher Notes: Each day the teacher should lead a small group teaching mini-lessons addressing the skills needed during the activity list.

Curriculum Development Resources/Technology Resources:

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

<http://www.litcharts.com/lit/grendel/themes/philosophy-theory-and-belief>

<http://www.bachelorandmaster.com/creationofknowledge/allegory-of-the-cave.html#.WQC2F2Xuh7M>



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 1 Template

Content Area: English IV

Lesson Title: Allegory of the Cave

Time Frame: 1 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:

Philosophy

Integration of Technology:

Students can use their laptops to produce the writing, view supplemental videos, and look up unfamiliar terms

Equipment Needed:

Laptops, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand what an allegory is - Make text-to-self and text-to-world connections - Examine the question "How do we understand the world?" - Analyze the symbolism in the "Allegory of the Cave"	Lesson Sequence - The teacher will distribute and explain the Activity List assignment. - Students can work independently or with a partner to read and annotate the text. - After annotations are done the students can work through the activity list over the next three class periods. - Each day students can choose to meet at the teacher center to discuss one part of the Activity List. - At the end of the week, there will be a whole class discussion on the Activity List.	- The completed Activity List - Quiz



SPRINGFIELD PUBLIC SCHOOLS

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

- A quiz on the Allegory will be given as a formative assessment.

Differentiation:

The Activity List is differentiated because the students can choose to work with a partner or as an individual, they can complete the tasks in the order that they see fit, they can come to a teacher-centered group each day for an extension activity, and the tasks require different types of writing styles.

Resources Provided:

- Activity List
- "The Allegory of the Cave"



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 2 Template

Content Area: English IV

Lesson Title: What is a Monster?

Time Frame: 1 Day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Film

Integration of Technology:

Laptops, video

Equipment Needed:

Projector, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Define the word monster ● Explain how monsters are portrayed in media-visual representation ● Identify characteristics of a monster-both physical and psychological/emotional ● Will apply their ideas to real-life individuals ● Thinking about current events in terms of modern-day monsters	Lesson Sequence ● Do-now: How do you define a monster? ● Class discussion of students' responses. ● Students will then complete a worksheet where they must explain how each image may or may not conflict with their definition of a monster. ● Representations of monsters in the media and in current events. Work with a partner to get examples. ● What about these people makes them fit the definition of "Monster" ● Exit Slip: how can our perspectives limit our thinking?	● Worksheet ● Exit Slip



SPRINGFIELD PUBLIC SCHOOLS

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

Differentiation:

Students get to work in groups, and identify their own examples of a "monster"

Resources Provided:

- "Monster" images worksheet



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 3 Template

Content Area: English IV **Lesson Title:** Types of Philosophy in the Novel **Time Frame:** Two class periods

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Social Studies

Philosophy

Integration of Technology:

Students will use the Internet to research the type of philosophy they were assigned to. They will also create a PowerPoint explaining their philosophy that they will present to their group.

Equipment Needed:

Laptops and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Research a philosophy from the novel ● Compose an informative PowerPoint on the philosophy ● Provide examples that explain the philosophy ● Understand existentialism, solipsism, and nihilism	Lesson Sequence ● The teacher will put students into groups of three and assign one philosophy to each group member. ● Each philosophy will then come together into their large research group. ● The large groups will research the philosophy and create a PowerPoint that teaches that philosophy. ● They will then come back to a small group of three to teach the other members about the philosophy that they researched. ● They will each show their PowerPoint and teach the other group members while	● PowerPoint ● Philosophy Notes



SPRINGFIELD PUBLIC SCHOOLS

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

the group members take
notes creating a study guide.

Differentiation:

The students will be working with a large group to learn about one type of philosophy present in the novel. They can use technology to present their findings and create a PowerPoint that meets their individual needs.

Resources Provided:

- Websites that they can use to research the types of philosophy



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Reflection

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

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

Curriculum Design Template

Content Area: English IV	Grade Level: 12	Course Title: English IV
Created: 2024	Board Approved on:	



SPRINGFIELD PUBLIC SCHOOLS

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

Unit Overview Template

Content Area: English IV **Grade Level:** 12 **Unit Title:** Truth and Deception

Unit Summary: Students read, analyze, view, and discuss several texts that focus on the concepts of truth and deception. The concept of the classical "tragic hero" is taught and applied. Simultaneously, students engage in formal research on a self-selected topic related to their future career interests.

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: This unit is important because it further exposes students to the study of classical Greek and Shakespearean tragedy as well as reinforces essential research and writing skills.

Learning Targets

Standards: NJ SLS Reading and Writing and Technology Standards

Content Statements:

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

TECH.9.4.12.IML Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.

CPI#:	Cumulative Progress Indicator (CPI):
RL.CI.11–12.2.	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.CR.11–12.1.	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
W.WR.11–12.5.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.



SPRINGFIELD PUBLIC SCHOOLS

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

TECH.9.4.12.IML.2

Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Unit Essential Questions:

- Why do people perceive "the truth" differently?
- How can one distinguish between who is trustworthy and who is not?
- Is it appropriate to use deception to produce a positive outcome? If so, in what instance(s) and why?
- Is it better to embrace the idea that "ignorance is bliss" or pursue the truth at whatever cost?

Unit Enduring Understandings:

- People bring their personal lives and distinct experiences to bear on their perception of "truth."
- The more life experience you gain, and the more relationships you build, the better a judge of character you can become.
- It may be acceptable to offer "a little white lie" or lie by omission in order to spare someone's feelings or surprise someone. In most cases, however, deception is unacceptable.
- It is more important to pursue the truth (however painful it may be) than to live in ignorance.

Unit Learning Targets:

Students will...apply Aristotle's definition of "tragic hero" to Oedipus and Othello.

Students will...practice close reading and analysis of a drama.

Students will...analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Students will...build critical literacy, research, and writing skills via a research paper assignment.

Evidence of Learning

Summative Assessment: Unit test, In-class essay, and Research paper

Equipment Needed: Laptops, Projector

Teacher Resources: Laptops, the LMS

Formative Assessments:

- Quizzes
- Class discussions
- Homework
- Journals
- Research folder checks
- Do-nows



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plans

Lesson	Time Frame
Lesson 1 Othello pre-reading poll	One class period
Lesson 2 "Jocasta" style analysis	One class period
Lesson 3 Thesis Activity	One class period

Teacher Notes: The thesis activity is the beginning of the Senior Research Project which will be completed at the end of Marking Period 4

Curriculum Development Resources/Technology Resources:

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

- <https://owl.english.purdue.edu/owl/section/2/>
- <http://www.humbleisd.net/cms/lib2/TX01001414/Centricity/Domain/2831/Jocasta.pdf>



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 1 Template

Content Area: English IV

Lesson Title: Othello Pre-reading poll

Time Frame: One day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Current Events

Integration of Technology: Poll Everywhere application and student cell phones

Equipment Needed:

Laptop; projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Evaluate and respond to various provocative statements relating to themes present in the play. ● Students will discuss and debate various points of view on the topics under discussion. ● Students will hypothesize in writing about what the play will be about based on the topics/statements presented in the poll.	Lesson Sequence ● The teacher will hand out a hard copy of the pre-reading poll to students and give them time to read and respond in writing to each of the True/False statements. ● The teacher will open the Poll Everywhere application and students will text their responses to each statement for class viewing. ● Class discussion of students' responses. ● Teacher will announce Exit Card: Based on the statements listed on the handout, what do you think the play will be about? Describe the setting and plot as you imagine them. Be as detailed as you can!	1. Student responses to the posed questions 2. Exit Card Response
Differentiation: Teacher(s) will circulate while students are initially reading and responding in writing to the poll statements to clarify meaning and assist students having difficulty.		
Resources Provided: ● Laptops		



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 2 Template

Content Area: English IV

Lesson Title: "Jocasta" style analysis

Time Frame: Three 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:

Current Events

Integration of Technology:

Projector

Equipment Needed:

Highlighters

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will identify various literary elements employed in a poem and consider how the poet uses them to achieve her purpose. - Students will distinguish different literary elements such as diction and detail. - Students will collaborate with peers to build a shared understanding of the poem and its purpose.	Lesson Sequence - Two days after reading the poem, and one day after reviewing definitions and examples of key literary devices, students will be divided into small groups to analyze the literary devices present in the poem and how the poet uses them to achieve her purpose. - Each group will focus on a different literary device and how the poet employs it to achieve her purpose: diction, detail, syntax, symbolism, and point of view. - After spending half of the class period working in small groups, the different groups will report their	- Group work - Class discussion



SPRINGFIELD PUBLIC SCHOOLS

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

findings/analyses to the rest of the class.

- Class discussion of groups' responses.
- As student groups report-out, the teacher will highlight their findings on the copy of the poem that will be projected on the front board. The teacher will highlight the student-selected examples of the different literary devices in different colors to mark the differences and will encourage all students to use different color highlighters to do the same on their own hard copies.

Differentiation:

Students will be grouped by mixed ability level to perform this activity. Use of highlighters to clarify the literary devices for students who have difficulty distinguishing terms and examples.

Resources Provided:

- "Jocasta" poem
- Highlighters



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 3 Template

Content Area: English IV
day

Lesson Title: Writing Effective Thesis Statements

Time Frame: One

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Social Studies

Integration of Technology:

Project samples of ineffective and effective thesis statements on the front board for students to assess.

Equipment Needed:

Laptops and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Review criteria for effective thesis statements. ● Evaluate sample thesis statements, noting which ones are most effective. ● Create and critique original thesis statements.	Lesson Sequence ● The Teacher will review the concept of the thesis statement and the components of an effective thesis. ● Students will work in small groups to examine model thesis statements and identify what they have in common. The teacher will provide a list of criteria for effective thesis statements, using the model statements to explain and illustrate each criterion. ● Students will then work in pairs to evaluate a variety of statements using the criteria provided. They will then select and revise three weak statements, improving them to meet the given criteria.	● Group work ● Class discussion ● Teacher observation of group discussions and peer critiques ● Submission of individual thesis statements



SPRINGFIELD PUBLIC SCHOOLS

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

- The teacher will circulate and monitor progress among groups.
- Students will then work individually, using what they've learned to write thesis statements for their own research papers to be peer critiqued and submitted the next day.

Differentiation:

Group students with mixed ability levels to work together. Provide alternative sample sentences with familiar words and concepts for students with reading and writing challenges.

Resources Provided:

- "How to Create an Effective Thesis" (including model thesis statements) handout
- "Evaluating Thesis Statements" handout



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Reflection

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

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

Curriculum Design Template

Content Area: English	Grade Level: 12	Course Title: English IV
Created: 2024	Board Approved on:	



SPRINGFIELD PUBLIC SCHOOLS

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

Unit Overview Template

Content Area: English IV **Grade Level:** 12 **Unit Title:** Creating Reality

Unit Summary: Students read, analyze, view, and discuss several texts that focus on perception and reality and creating reality despite the potential differences between individual perception and the real world. Philosophies such as solipsism and empiricism are explained and explored. Connections are made amongst texts from all four marking periods. Simultaneously, students are continuing to work independently on their senior research projects and corresponding research and presentation skills.

Primary Interdisciplinary Connections: History, Philosophy

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

Unit Rationale: This unit is important because it further explores philosophical concerns introduced earlier in the year as well as reinforces essential research and presentation skills. Furthermore, the idea that students are agents of their own destinies is reinforced. Using visual texts, students learn how to analyze and interpret visual media, an essential skill in our society.

Learning Targets

Standards: NJ SLS Reading and Writing

Content Statements:

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

TECH.9.4.12.IML Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.

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

RL.CI.11–12.2.	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
----------------	--

RL.CR.11–12.1.	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
----------------	--



SPRINGFIELD PUBLIC SCHOOLS

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

W.WR.11–12.5.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Unit Essential Questions:

- In what ways do people create reality?
- Why do people want or need to create reality?
- What are the limits of the usefulness of interpretation?
- What draws people back into reality and why?
- How do we take our dreams and desires for what the world should be and manifest them?

Unit Enduring Understandings:

- People bring their personal lives and distinct experiences to bear on their perception of "reality."
- That being said, there is such a thing as objective reality and the extent to which an individual strays from that is the extent to which his/her perceptions may border on delusion and, thus, become harmful.
- The process of translating one's dreams/aspirations into reality requires the ability to segment them into logical steps/processes and overcome potential obstacles.
- The meaning of an image arises from the context of its creation and our interpretation of it.

Unit Learning Targets:

Students will....

Students will...practice close reading and analysis of a novel.

Students will...analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Students will...build critical literacy, research, and writing skills via a research assignment.

Students will...assess empiricism and solipsism as philosophical ideals.



SPRINGFIELD PUBLIC SCHOOLS

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

Evidence of Learning

Summative Assessment: Unit test, In-class essay, Art/image analysis, Research project/presentation, Reflective narrative

Equipment Needed: Laptops, projector

Teacher Resources: novels, laptops, Kurt Vonnegut interview video

Formative Assessments:

- Quizzes
- Class discussions
- Homework
- Journals
- Research folder checks
- Do-nows
- Essay
- Outlines



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plans

Lesson	Time Frame
Lesson 1 Slaughterhouse-Five Socratic Seminar	Three class periods
Lesson 2 Analyzing Surrealist Works and Dali	Two class periods
Lesson 3 Using Effective Digital Presentation Tools for the Senior Project	Four class periods

Teacher Notes: The research project work continues from the third marking period.

Curriculum Development Resources/Technology Resources:

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

http://rhsweb.org/library/PDF/LitNotes/Slaughterhouse_Five_eNotes.pdf

<https://owl.english.purdue.edu/owl/resource/747/01/>



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 1 Template

Content Area: English IV **Lesson Title:** Slaughterhouse-Five Socratic Seminar **Time Frame:** Three 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:
Philosophy

Integration of Technology:
the LMS message board functionality

Equipment Needed:
Laptop; projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Evaluate and respond to various provocative statements relating to themes present in the novel. ● Students will discuss and debate various points of view on the presented themes of the novel. ● Students will evaluate classmates' claims and questions on the given themes of the novel.	Lesson Sequence ● Day 1: Preparing for the Socratic Seminar ● Do Now: Students will generate the list of themes from prior classes in their journals: alienation and loneliness; Negotiating the (un)reality of war; and free will. ● The teacher will explain the procedure for tomorrow's Socratic seminar: as a class students will question each other on the assigned theme, responding with textual support and evidence, with the goal of analyzing the presentation of the given theme in the text. The teacher will facilitate the	● Thematic analysis questions posted to the LMS ● Monitored classroom student questioning ● Written reflection assignment ● Short essay outline



SPRINGFIELD PUBLIC SCHOOLS

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

discussion but not step in unless necessary.

- The teacher will explain the types of questions used in the seminar and their structure: First a Round-Robin open-ended discussion question about the theme of the text as a whole. Then a series of specific Core Questions using textual support to explore the theme, then Closing questions to solidify student positions on the Core Questions. Samples of each will be provided and, shown on the projector.
- Students will have the remainder of the period to generate an open-ended Round-Robin question, three Core Questions, and one Closing Question, each of which will be posted to the LMS message board. Students will individually gather quotes from the text that relate to or reflect the given themes, as annotated in previous classes.
- For reinforcement, students will respond to another student's set of questions on the LMS Message board with one piece of praise and one piece of constructive criticism.
- Day 2: Seminar.
- Do-Now: students will take out their quotes from the text and open the posted questions on their laptops.
- The teacher will choose one of the open-ended round-robin questions to



SPRINGFIELD PUBLIC SCHOOLS

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

start the debate, and students will participate by responding and counter-proposing further questions.

- The teacher will intervene 15 minutes in to switch the discussion to the Core Questions and select a student to propose his/her Core Question to the group. The group will respond with textual support to propel the debate.
- For reinforcement, students will answer their Closing questions, which constitutes the homework
- Day 3: Reflection
- Do-Now (Journal): Students will complete "3 + and a Wish" in their journals, identifying three things they learned during the debate and one thing they wished they learned more about or discussed further.
- Following a discussion of student responses to the do-now, students will meet in groups of three, and create a short outline with a thesis analyzing each of the three themes. These outlines will be posted to a new LMS message board, which constitutes homework. Students will also watch a posted video of an interview with Kurt Vonnegut on YouTube.

Differentiation:

Teacher(s) will circulate while students are generating Socratic Seminar questions, and provide all instructions visually and orally.

Resources Provided:



SPRINGFIELD PUBLIC SCHOOLS

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

- Laptops
- the LMS message board functionality
- Socratic Seminar question templates and samples.

Lesson Plan 2 Template

Content Area: English IV Lesson Title: Analyzing Surrealist Works and Dali Time Frame: Two Days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Art, Art History

Integration of Technology:

Projector

Equipment Needed:

Laptops, projector, adhesive flip-chart paper

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Students will analyze how Dali's "Mirage" and "Metamorphosis of Narcissus" question reality. • Students will analyze the meaning of surrealist or symbolic elements in their own dreams or experiences. • Students will evaluate how surrealist works confer information about our perceptual reality.	Lesson Sequence Day 1: • Do-Now: The teacher will project images of Salvador Dali's "Mirage" on the board, and students will respond in their journals to the prompts: "What does this picture make you think of?", and "Does it depict reality?" • Following a discussion of student responses in which the teacher raises the question of how we transfer meaning from the surrealist work to our own reality via symbolic meaning, students will be shown "The	• Group work • Class discussion



SPRINGFIELD PUBLIC SCHOOLS

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

Metamorphosis of Narcissus," and asked the same questions with the addition of a third: "How can you interpret the imagery in the surreal work to apply to your own reality?" all of which is to be completed in student journals.

- Following a discussion of student responses, the teacher will identify four characteristics of surrealist paintings: realistic items that have been used out-of-place; unreal scenes; normal objects acting abnormally; and fantastic creatures; paintings will be posted to the LMS for student use.
 - For homework, students will be assigned one of these four elements, and they will write a paragraph analyzing the use of that element in the painting.
- Day 2:
- Do-Now: take out analysis paragraphs.
 - The teacher will group students by element; students will share their responses with their group and on flip-chart paper create a list of "Effects" of their element on the viewer of the piece.
 - For the second half of the class period, student groups will share as a whole their findings.
 - As an exit ticket, students will post on the LMS a brief response to the question "What meaning do we get from the surreal images in the paintings? How does that



SPRINGFIELD PUBLIC SCHOOLS

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

meaning relate to our perception of our own reality?

- For homework, students will choose one of the following options: Write about a dream you've had that seemed strange. Provide sufficient details. OR Write about an interesting and/or unusual experience that you've had recently or some time ago. Provide thorough and specific details. OR choose either of the first two options and create a visual representation of the dream or situation in any format you choose.

Differentiation:

Students will be grouped by mixed ability level to perform this activity. Visual learners will be accommodated with the art analysis, and options for the homework assist introspective and visual learners.

Resources Provided:

- Artworks: "Mirage" and "Metamorphosis of Narcissus"
- Flip chart paper



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 3 Template

Content Area: English IV
Presentation

Lesson Title: Using Effective Digital Presentation Tools for Research
Time Frame: Four 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:
Technology

Integration of Technology:

Project samples of ineffective and effective thesis statements on the front board for students to assess.

Equipment Needed:

Laptops and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Evaluate two types of digital media presentation for effectiveness. - Synthesize their research into a digital media presentation. - Evaluate peers' presentations for effectiveness and provide feedback.	Lesson Sequence Day 1: - Do-Now: What makes an effective visual aid during a presentation? - Following a discussion of student responses, the Teacher will walk through a Prezi.com presentation comparing and contrasting PowerPoint and Prezi methods of presenting information. - For reinforcement, students will create short Prezi.com presentations that explain how Prezi helps incorporate the elements of effective visual aids from the do-now discussion. - For homework, students will complete the "Planning your	- Class discussion - Prezi presentations - Student Reflections on the LMS



SPRINGFIELD PUBLIC SCHOOLS

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

Presentation" assignment, in which they start to organize the information from their research projects/papers into categories befitting a presentation.

Day 2:

- Do-Now: take out Planning Your Presentation" assignments.
- Students will then work to create Prezi presentations using their research project information and the planning from homework.
- For Reinforcement, students will reflect in an Exit ticket on the LMS what they accomplished in their Prezi creation so far.
- For homework, students will continue to work on their Prezi presentations.

Day 3:

- Do-Now: Identify in your journal three things that you'd like to accomplish with your Prezi Presentation today.
- Following the Do-Now, students will continue to work on their Prezi presentations.
- Teacher will circulate to assist and stretch student work.
- For reinforcement, students will add to their journal entries, identifying what they still have to complete for homework.
- Homework: complete your Prezi presentation

Day 4:

- Do-Now: download the "Partner



SPRINGFIELD PUBLIC SCHOOLS

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

- Evaluation/Feedback" form from the LMS and open your presentation.
- For the rest of the period, students will break into pairs, and present to their partner. As each student presents, their partner will complete the feedback form with constructive criticism, including gaps or about which parts of the presentation the listener had more questions.
- For reinforcement, students will identify aspects of their own presentation they'd like to improve and give their feedback sheet to their partner. For homework, students will compare their reflections to their partner's feedback.

Differentiation:

Group students with mixed ability levels to work together. Provide alternative sample sentences with familiar words and concepts for students with reading and writing challenges.

Resources Provided:

- Artworks: "Mirage" and "Metamorphosis of Narcissus"
- Sample analysis paragraph



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Reflection

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

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

Curriculum Design Template

Content Area: English IV

Grade Level: 12

Course Title: English IV

Created: 2024

Board Approved on:



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Accommodations and Modifications for ESL Students

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

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

Mission Statement

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

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

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

Goals:

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

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

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

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

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

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

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

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

Procedures

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

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

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

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

Resource Links

https://riversideinsights.com/cognitive_abilities_test

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

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

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

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

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

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

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

NJDOE Fast Facts

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

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

Math/ELA

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

STEM

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

Enrichment Events

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