



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

Springfield Public Schools
Springfield, New Jersey 07081

Communications Arts
Grade 6

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 over 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

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Assistant Superintendent of Curriculum and Instruction

Curriculum Developed By:

Ronald Slate ~ Principal

Candice Schiano ~ Supervisor of Humanities

Crystal Best- Communication Arts Teacher

Jaime Gaughan-Communication Arts Teacher



Unit Overview Template

Content Area:	Communication Arts	Grade Level:	6	Unit Title:	Childhood: Unit One
Unit Summary: Students will explore essential questions of the unit about the triumphs and challenges of growing up while reading and evaluating nonfiction narratives, reading arguments, explanatory essays, and fiction to better understand the ways writers express ideas. They will learn the elements of nonfiction narrative writing and conduct research to clarify and explore ideas. Language goals include developing a deeper understanding of conventions of standard English grammar.					
Primary Interdisciplinary Connections: Social Studies, Geography, Science, and Art 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:	To incorporate the New Jersey State Standards with the Unit 1 Essential Question: What are some of the challenges and triumphs of growing up?				
Career Readiness (Standard 9):	Student will make text to self connections, text to global issues including genocide and Holocaust studies, incorporating 21 Century Skills of building literacy, effective expression, written and spoken, and working collaboratively to achieve unit goals.				

Learning Targets

Standards:	Standards: NJLSA: RL.CR.6.1, RL.CI.6.2, RL.IT. 6.3, L.VI.7.4., RL.TS.6.4., W.6.3, W.6.6, 9.4.8.TL.2, 9.4.8.TL.3, 9.4.8.CT.3, SEL.PK-12.2.3, SEL.PK-12.1.1, SEL.PK-12.1.3, SEL.PK-12.1.4, SEL.PK-12.2.2, SEL.PK-12.2.3, SEL.PK-12.4.3
Content Statements:	● Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ● Assess how point of view or purpose shapes the content and style of a text. ● Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. ● Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.



CPI#:	Cumulative Progress Indicator (CPI):
RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly, as well as inferences drawn from the text.
RL.CI.6.2	Determine the central idea of an informational text, and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. .
RL.IT. 6.3	Analyze how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
RL.TS.6.4.	Analyze how a particular piece (e.g. chapter, scene, stanza, sentence, paragraph, chapter, or section) fits into the overall structure of a text and contributes to the development of the ideas, plot, setting, or theme.
W.NW.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.6	Use technology, including the internet, to produce, and publish writing as well as to interact & collaborate with others
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
SEL.PK-12.2 .3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Unit Essential Questions:

- What are some of the challenges and triumphs of growing up?
- When did you have to use your imagination to find another way of doing something?
- When did a challenge lead to a triumph?
- What is a nonfiction narrative?



Unit Enduring Understandings:

- Reading is a process by which we construct meaning about the information by the author within a print or nonprint medium
- Reading expands understanding of the world, its people, animals, and oneself
- Authors write with different purposes in mind
- Readers develop a deeper understanding through reflection of text

Unit Learning Targets:

- Be able to read and analyze how authors present ideas and express their point of view in different types of text
- Expand their knowledge and use of academic and concept vocabulary
- Write a nonfiction narrative in which they develop experience and events in which they develop experiences or events using narrative techniques effectively
- Conduct research projects of various lengths to explore a topic and clarify meaning
- Correctly use common, proper, and possessive nouns in writing and presentations
- Use word choice, sentence structures, and tone to develop their voice in their writing
- Engage in collaborative discussions, build on the ideas of others, and express their own ideas clearly
- Integrate audio, visuals, & text in presentations



Evidence of Learning

Summative Assessment: Personal narratives, research project, powerpoint, Unit 1 final assessment

Equipment Needed: Online text, headphones, projectors, laptops

Teacher Resources: Pearson Online Programs, in-class novels, IXL, YouTube clips, Quia, Flocabulary, i-Ready

Formative Assessments:

- teacher made assessments, assignments, and projects
- exit cards
- powerpoints
- iMovie
- online blog
- journal entry
- summary frames
- oral questions
- student conferencing
- think/pair/share
- web map
- self-assessment
- oral questioning
- essay writing



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

Lesson Plans

Lesson	Time Frame
Lesson 1 Introduction to Childhood Unit	84 Minutes
Lesson 2 Academic Vocab/Using Context Clues	84 Minutes
Lesson 3 Brown Girl Dreaming	84 Minutes

Teacher Notes:

Continue tying activities to essential questions, review close read, annotation, academic vocabulary, text to world & text to self connections, use online resources to extend knowledge and connection to the unit.

Curriculum Development Resources/Technology Resources:

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

Pearson.pearsonrealize.com

Youtube: From Devil Child to Star Ballerina, TED talks



Lesson Plan 1 Template

Content Area:	Communication Arts	Lesson Title:	Childhood Unit Introduction	Time Frame:	84 Minutes
---------------	--------------------	---------------	-----------------------------	-------------	------------

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies, Geography, Meteorology, Child Development

Integration of Technology: Laptops, Projector

Equipment Needed: Laptops, Projector, and Online Text

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize and use academic vocabulary in context - Recognize root words - Connect self & text to essential questions - Read & analyze how authors present ideas and express points of view in different types of text - Write a nonfiction narrative based on life experiences	Lesson Sequence - Self-assessment on unit goals. - Work on academic vocabulary in context & recognizing root words Summarize text - Teach “close” reading & annotating - Model & practice collaborative discussion techniques	- Vocabulary used in context in writing & handouts - Develop effective summaries - Annotations - Quiz - Written answers to comprehension & analysis questions
Differentiation: Struggling students: Modified quizzes, larger font on worksheets, ICRR (special education teacher/paraprofessionals working with small groups, modified assignments, verbal responses, directions offered both verbally & in writing, preferential seating Higher level students: Academic vocabulary must be used in writing, more complex writing pieces referencing multiple sources and citing them, additional readings to extend and enhance readings in text		



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

Resources Provided:

- Worksheets
- “How To” sheets
- Modeled writing exemplars
- Vocabulary & root word graphic organizers



Lesson Plan 2 Template

Content Area: Communication Lesson Title: Calvin and Hobbes Time Frame: 84 Minutes
 Arts

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, Media

Integration of Technology: Video documentary: Dear Mr. Watterson

Equipment Needed: Laptop, Projector, Digital Textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Acquire & use grade appropriate academic vocabulary	Lesson Sequence - Present media vocabulary - Show video clip - Read & interpret comic strip & explain that form of media - Have students create comic strips using indirect characterization to reveal the characters' personalities	- Media vocabulary activity sheets - Written response to video - Written response to comic strip - Classroom discussions - Creation of comic strip
Differentiation: Struggling students: Modified quizzes, larger font on worksheets, ICS (special education teacher/paraprofessionals working with small groups, modified assignments, verbal responses, directions offered both verbally & in writing, preferential seating Higher level students: Academic vocabulary must be used in writing, more complex writing pieces referencing multiple sources and citing them, additional readings to extend and enhance readings in text		



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

Resources Provided:

- Worksheets
- Blank comic strips
- Vocabulary activities
- Comprehension & analysis text questions in text



Lesson Plan 3 Template

Content Area: Communication Arts Lesson Title: War Orphan: The Michaela DePrince Story Time Frame: 84 Minutes

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: Geography, Arts, Social Studies, Economics

Integration of Technology: Projector, Laptop, Multimedia Videos & Ted Talks

Equipment Needed: Laptop, Projector, Map, & Globe

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Determine or clarify the meaning of unknown or multiple meaning words and phrases using context as a clue - Analyze in detail how a key individual event or idea is introduced, elaborated or illustrated in a text - Present claims and findings to accentuate main ideas or themes	Lesson Sequence - Present academic vocabulary in context - Mini lesson on introduction of ideas & details to elaborate & support main idea - Model methods to annotate claims in non-fiction to support main idea	- Quizzes - Media connection writing response - Comprehension & analyze check questions in text - Graphic organizer
Differentiation: Struggling students: Modified quizzes, larger font on worksheets, ICS (special education teacher/paraprofessionals working with small groups, modified assignments, verbal responses, directions offered both verbally & in writing, preferential seating) Higher level students: Academic vocabulary must be used in writing, more complex writing pieces referencing multiple sources and citing them, additional readings to extend and enhance readings in text		



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

Resources Provided:

- graphic organizers
- charts
- maps
- video clips
- close reading model
- annotating model
- worksheets



Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Communication Arts	Grade Level:	6	Unit Title:	Childhood
Created:	Jaime Gaughan & Crystal Best				
	Board Approved on:				



Unit Overview Template

Content Area: Communication Arts **Grade Level:** 6 **Unit Title:** Animal Allies

Unit Summary: Throughout unit 2, students will analyze literary and informational text to deepen their understanding on how animals and people can form unique relationships. Students will examine the key elements of an explanatory essay in order to craft an effective essay.

Primary Interdisciplinary Connections: Social Studies and Science

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

Unit Rationale: To incorporate the New Jersey State Standards with the Unit 2 Essential Question: How can people and animals relate to each other?

Career Readiness (Standard 9): Students will make text to self connections and text to global issues by incorporating 21 Century Skills of building literacy, effective expression, written and spoken, and working collaboratively to achieve unit goals.

Learning Targets

Standards: NJSLSA: RL.CR.6.1., RL.IT.6.3., RL. 6.4, RI.CR.6.1., RI.CI.6.2., W.I.W.6.2, W.WR.6.5, SL.PE.6.1., 9.4.8.TL.2, 9.4.8.TL.3, SEL.PK-12.3.1, SEL.PK-12.2.3, SEL.PK-12.1.1, SEL.PK-12.1.3 SEL.PK-12.1.4, SEL.PK-12.2.2, SEL.PK-12.2.3, SEL.PK-12.4.3

Content Statements:

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.



CPI#:		Cumulative Progress Indicator (CPI):
RL.CR.6.1.		Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly, as well as inferences drawn from the text.
RL.IT.6.3.		Analyze how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
RL. 6.4		Determine the meaning of words & phrases as they are used in the story. Determine figurative & connotative meanings, analyze the impact of words on meaning and tone
RI.CR.6.1.		Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly, as well as inferences drawn from the text
RI.CI.6.2.		Determine the central idea of an informational text, and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
W.IW.6.2.		Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.WR.6.5		Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
SL.PE.6.1.		Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
9.4.8.TL.2		Gather data and digitally represent information to communicate a real-world problem
9.4.8.TL.3		Select appropriate tools to organize and present information digitally.
SEL.PK-12.3 .1		Recognize and identify the thoughts, feelings, and perspectives of others.
Unit Essential Questions: • How can people and animals relate to each other? • How can the bonds between people and animals be surprising? • How can animals and people help one another?		
Unit Enduring Understandings: • Literature is crafted to explore enduring themes transferable across time and place. • Real and fictional characters share similar qualities and outcomes. • A variety of literary devices can enhance the quality of writing to convey a theme. • Humans can be helpful allies to animals.		
Unit Learning Targets: Students will... • Use context clues to define the meaning of grade level vocabulary. • Cite textual evidence to support analysis of the text.		



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

- Read and analyze the development of ideas and language in literature and nonfiction texts, including how authors that write in different genres explain ideas.
- Write explanatory essays that examine a topic and convey ideas, concepts, and information.
- Use annotations to close read mentor texts.
- Analyze the author's word choice and style.
- Engage in collaborative discussions, build on ideas of others, & express personal ideas clearly.

Evidence of Learning

Summative Assessment: Explanatory Essays, research project, PowerPoint, Unit 2 final assessment
Equipment Needed: online text, headphones, projectors, laptops
Teacher Resources: Pearson Online Programs, in-class novels, , IXL, YouTube clips, Quia, Flocabulary, i-Ready

Formative Assessments:

- teacher made assessments, assignments, and projects
- exit cards
- PowerPoints
- iMovie
- online blog
- journal entry
- summary frames
- oral questions
- student conferencing
- think/pair/share
- web map
- self-assessment
- oral questioning
- essay writing

Lesson Plans

Lesson	Time Frame
Lesson 1 Introduction to Animal Allies	84 mins/1 day
Lesson 2 My Life With the Chimpanzees: Jane Goodall	84 mins /1 day
Lesson 3 Hachiko: The True Story of a Loyal Dog	84 mins/1 day

Teacher Notes:

Continue tying activities to essential questions, review close read, annotation, academic vocabulary, text to world & text to self connections, use online resources to extend knowledge and connection to unit 2

Curriculum Development Resources/Technology Resources:

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



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

Pearson.pearsonrealize.com
Clever.com



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

Lesson Plan 1 Template

Content Area: Communication Arts Lesson Title: Introduction to Animal Allies Time Frame: 84 Minutes

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: Science and Social Studies

Integration of Technology: Laptops, Projector, and Online Text

Equipment Needed: Laptops, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify how animals and people can help one another - Review unit goals and self-evaluate their understanding of each learning goal - Annotate a text by identifying key details from within the passage - Recognize and use academic vocabulary in context	Lesson Sequence - Self-assessment on unit goals - Work on academic vocabulary in context & recognizing root words - Summarize text - Teach “close” reading & annotating - Model & practice collaborative discussion techniques	- Vocabulary used in context in writing & on worksheets - Develop effective summaries - Annotations - Quiz - Written answers to comprehension & analysis questions
Differentiation: Struggling students: Modified quizzes, larger font on worksheets, ICRR (special education teacher/paraprofessionals working with small groups, modified assignments, verbal responses, directions offered both verbally & in writing, preferential seating Higher level students: Academic vocabulary must be used in writing, more complex writing pieces referencing multiple sources and citing them, additional readings to extend and enhance readings in text		



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

Resources Provided:

- Worksheets
- “How To” sheets
- Modeled writing exemplars
- Vocabulary & root word graphic organizers



Lesson Plan 2 Template

Content Area:	Communication Arts	Lesson Title:	My Life With the Chimpanzees: Jane Goodall	Time Frame:	84 Minutes
---------------	--------------------	---------------	--	-------------	------------

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: Science and Social Studies

Integration of Technology: Laptops, Projector, and Online Text

Equipment Needed: Laptops, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze a nonfiction text by applying close reading strategies - Cite textual evidence to support analysis of the text - Analyze the author's point of view and purpose	Lesson Sequence - Reteach and model “close” reading & annotating strategies. - Mini lesson on point of view and author’s purpose. - Present media clip on Jane Goodall. - Small group reading of the mentor text.	- Annotations - Completed Analyze Craft and Structure: Author’s Purpose graphic organizer - Written answers to comprehension & analysis questions
Differentiation: Struggling students: Modified quizzes, larger font on worksheets, ICRR (special education teacher/paraprofessionals working with small groups, modified assignments, verbal responses, directions offered both verbally & in writing, preferential seating Higher level students: Academic vocabulary must be used in writing, more complex writing pieces referencing multiple sources and citing them, additional readings to extend and enhance readings in text		



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

Resources Provided:

- Worksheets
- “How To” sheets
- Modeled writing exemplars
- Close reading strategies list
- Author’s purpose graphic organizer



Lesson Plan 3 Template

Content Area: Communication Lesson Title: Hachiko: The True Time Frame: 84 Minutes
 Arts Story of a Loyal Dog

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies

Integration of Technology: Laptops, Projector, and Online Text

Equipment Needed: Laptops, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze and identify the key elements of historical fiction - Use annotations to close read mentor texts - Cite textual evidence to support analysis of the text	Lesson Sequence: - Mini lesson on elements of historical fiction - Scavenger Hunt: Elements of historical fiction - Small group reading of the mentor text - Analyze craft and structure graphic organizer	- Annotations - Completed Analyze Craft and Structure: Historical Fiction graphic organizer - Written answers to comprehension & analysis questions
Differentiation: Struggling students: Modified quizzes, larger font on worksheets, ICRR (special education teacher/paraprofessionals working with small groups, modified assignments, verbal responses, directions offered both verbally & in writing, preferential seating Higher level students: Academic vocabulary must be used in writing, more complex writing pieces referencing multiple sources and citing them, additional readings to extend and enhance readings in text		
Resources Provided: - Worksheets “How To” sheets		



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

- Modeled writing exemplars
- Close reading strategies list
- Historical Fiction graphic organizer



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

Curriculum Design Template

Content Area:	Communication Arts	Grade Level:	6	Unit Title:	Animal Allies
Created:	Crystal Best & Jaime Gaughan		Board Approved on:		



Unit Overview Template

Content Area: Communication Arts **Grade Level:** 6 **Unit Title:** Modern Technology

Unit Summary: Throughout unit 3, students will analyze how technology has become a significant part of our lives and postulate the kinds of conflicts that can come between modern technology and today's society.

Primary Interdisciplinary Connections: Technology, Economics, History, Psychology, Media Literacy, Math, and Science

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

Unit Rationale: To incorporate the New Jersey State Standards with the Unit 3 Essential Question: How is modern technology helpful and harmful to society? Students will make connections to self and their daily use of technology, technology's impact locally and globally, deepen perspectives about the impact of modern technology on society by reading, writing, speaking, listening, presenting, and working collaboratively.

Career Readiness (Standard 9): Students will make text to self connections and text to global issues by incorporating 21 Century Skills of building literacy, effective expression, written and spoken, and working collaboratively to achieve unit goals.

Learning Targets

Standards: NJLSA: RI.CR.6.1., RI.CI.6.2., RI.IT.6.3., L.VL.6.3., RI.TS.6.4., RI.PP.6.5., RI.MF.6.6, RI.AA.6.7. , RI.6.9, RI.CR.6.10, W.IW.6.2., W.IW.6.2.A., ,SL.PE.6.1., SL.6.3, SL.6.5,9.4.8.TL.2, 9.4.8.TL.3, 9.4.8.CT.3,9.4.8.IML.1, 9.4.8.IML.10, 9.4.8.IML.12, 9.4.8.IML.14, SEL.PK-12.1.1, SEL.PK-12.1.3 SEL.PK-12.1.4 SEL.PK-12.2.2, SEL.PK-12.2.3 SEL.PK-12.4.3

Content Statements:

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.



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

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- All students will use digital tools to gather, organize, analyze, and present information.

CPI#:	Cumulative Progress Indicator (CPI):
RI.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly, as well as inferences drawn from the text
RI.CI.6.2.	Determine the central idea of an informational text, and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RI.IT.6.3.	Analyze how a particular text's (e.g. article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text.
L.VL.6.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
RI.TS.6.4.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the ideas.
RI.PP.6.5.	Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
RI.AA.6.7.	Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.I.W.6.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
SEL.PK-12.3 .1	Recognize and identify the thoughts, feelings, and perspectives of others.
SL.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. analyze a nonfiction text by applying close reading strategies.
Unit Essential Questions: ● How is modern technology helpful and harmful to society? ● Do we really rely on technology too much?	



- What happens when technology lets us down?
- Does your generation have a responsibility to make life better for future generations?

Unit Enduring Understandings:

- Modern Technology has both positives and negatives.
- Writing concise summaries which accurately represent what the author says, as opposed to writing a critique.
- Demonstrate an understanding of and use of figurative language.
- Use common, grade-appropriate Greek or Latin affixes and roots.

Unit Learning Targets:

Students will....

- Read and determine authors' point of view and evaluate claims in literature and nonfiction texts
- Expand knowledge and use of academic and thematic vocabulary
- Write an argument to support a claim with clear reasons and relevant evidence
- Conduct research projects of various lengths, explore a topic and clarify meaning
- Use words, phrases and clauses to clarify the relationships among claims and reasons
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate
- Integrate audios, visuals and text in presentations

Evidence of Learning

Summative Assessment: Argumentative Essays, research project, powerpoint, Unit 3 final assessment

Equipment Needed: online text, headphones, projectors, laptops

Teacher Resources: Pearson Online Programs, in-class novels, , IXL, YouTube clips, Quia, Flocabulary, i-Ready

Formative Assessments:

- Teacher made assessments, assignments and projects
- Exit cards
- PowerPoints
- iMovie
- Online blog
- Journal Entry
- Summary frames
- Oral questions
- Student conferencing
- Think/pair/share activities
- Web map
- Self-assessments
- Essay writing
- Work map
- Self-assessments
- Research Project



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

Lesson Plans

Lesson	Time Frame
Lesson 1 Introduction of Technology Unit	84 mins/1 day
Lesson 2 Feathered Friend	84 mins/1 day
Lesson 3 Teens and Technology Share a Future	84 mins/1 day

Teacher Notes:

Continue referencing and connecting lessons to tying activities to the unit's essential questions, and encouraging self-to-text connections. Teach foundations of informational text review, close read, annotation, academic vocabulary, text to world & text to self connections, use online resources to extend knowledge and connection to unit 3.

Curriculum Development Resources/Technology Resources:

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

Pearson.pearsonrealize.com

Clever.com

LaptopMemo.com

www.nasakids.gov

www.weusemath.byu.edu/careers



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 1 Template

Content Area:	Communication Arts	Lesson Title:	Introduction of Technology Unit	Time Frame:	84 Minutes
---------------	--------------------	---------------	---------------------------------	-------------	------------

Lesson Components

21st Century Themes

X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy

X Civic Literacy X Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy

Interdisciplinary Connections: Technology, Economics, History, Psychology, Media Literacy, Math, Science

Integration of Technology: Laptops, projector

Equipment Needed: laptops, projector, online text, novels, Scholastic Scope Magazine

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Respond to writing prompt formulating their own opinion ● View and evaluate an argument ● Collaborate with team to build on ideas of others ● Use words, phrases, and clauses, to clarify the relationships among claims and reasons	Lesson Sequence 1. Quick write: What is your favorite technology and why is it important to you? What are the positives and negatives of modern technology? 2. Show introduction video 3. Students will discuss their quick write responses juxtaposed with reaction to video 4. Students will respond to (list in t-chart form) essential question: How is modern technology helpful & harmful to society?	● Written answers to prompt ● Collaborative work with classmates ● Written answers on to chart to compare/contrast questions



Differentiation:

Struggling students: Modified quizzes, larger font on worksheets, ICS (special education teacher/paraprofessionals working with small groups) modified assignments, verbal responses, directions offered both verbally & in writing, preferential seating

Higher level students: academic vocabulary must be used in writing, more complex writing pieces referencing multiple sources and citing them, additional readings to extend and enhance readings in text

Resources Provided:

- Online textbook
- Chart paper
- Markers



Lesson Plan 2 Template

Content Area: Communication Lesson Title: Feathered Friend Time Frame: 84 Minutes
 Arts

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: Science, Social Studies, Economics, Technology, Math

Integration of Technology: How Do Astronauts Use Math and Science, www.nasakids.gov, laptops

Equipment Needed: laptop, projector, digital textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Acquire & use concept academic vocabulary ● Cite textual evidence to support analysis ● Determine a theme or central idea ● Write arguments to support claims	Lesson Sequence 1. Do now: Why might a bird be in a space station? Does technology ever fail? 2. Explain canaries in coal mines 3. Guided first read of Feathered Friend 4. Students will annotate details about main character & tech failure 5. Students will answer comprehension questions in text using annotations & referring back to text	● Written answers to “Do Now” ● Annotations and highlighting in text ● Oral answers to classroom discussion ● Written answers to comprehensions questions using textual support
Differentiation: Struggling students: Modified quizzes, larger font on worksheets, ICS (special education teacher/paraprofessionals working with small groups) modified assignments, verbal responses, directions offered both verbally & in writing, preferential seating		



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

Higher level students: academic vocabulary must be used in writing, more complex writing pieces referencing multiple sources and citing them, additional readings to extend and enhance readings in text

Resources Provided:

- Online textbooks
- Comprehension & analysis questions in text
- Highlighters & sticky notes



Lesson Plan 3 Template			
Content Area:	Communication Arts	Lesson Title:	Teens and Technology Share a Future Time Frame: 84 Minutes
Lesson Components			
<u>21st Century Themes</u>			
<i>X</i> Global Awareness <i>X</i> Financial, Economic, Business and Entrepreneurial Literacy <i>X</i> Civic Literacy <i>X</i> Health Literacy			
<u>21st Century Skills</u>			
<i>X</i> Creativity and Innovation <i>X</i> Critical Thinking and Problem Solving <i>X</i> Information Literacy <i>X</i> Life and Career Skills <i>X</i> Communication and Collaboration <i>X</i> Media Literacy <i>X</i> ICT Literacy			
Interdisciplinary Connections: Technology, Psychology, Social Studies			
Integration of Technology: online textbook, blog, websites			
Equipment Needed: laptop, projector, digital textbook			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use concept & technical vocabulary • Determine author's point of view • Analyze and recognize persuasive writing • Determine the meaning of words and phrases • Use common, grade-appropriate Greek or Latin affixes • Cite textual evidence to support analysis	Lesson Sequence 1. Review concept & technical vocabulary 2. Discuss point of view & compare/contrast skills 3. Class will read Teens and Technology Share a Future & view Etienne's blog "LaptopMemo.com" 4. Students will analyze persuasive techniques in paragraphs 6 & 7 5. Student will refer back to text after close read to answers comprehension check & analysis questions	• Annotations • Oral answers • Written answers to text questions • Use of technical & concept vocabulary in speaking and writing



Differentiation:

Struggling students: Modified quizzes, larger font on worksheets, ICS (special education teacher/paraprofessionals working with small groups) modified assignments, verbal responses, directions offered both verbally & in writing, preferential seating

Higher level students: academic vocabulary must be used in writing, more complex writing pieces referencing multiple sources and citing them, additional readings to extend and enhance readings in text

Resources Provided:

- Laptops
- Online textbook
- Earphones



Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Communication Arts	Grade Level:	6	Unit Title:	Modern Technology
Created:	Crystal Best & Jaime Gaughan		Board Approved on:		



Unit Overview Template

Content Area:	Communication Arts	Grade Level:	6	Unit Title:	Imagination
Unit Summary: Students will make text to self connections, conduct a critical debate, read and analyze character and plot development, expand knowledge and use of academic and thematic vocabulary, write a fictional narrative using imagined experiences or events using effective techniques, integrate audio, visuals, and text in presentations, collaborate with team members to build on ideas of others, develop consensus, and communicate practicing 21 st Century skills.					
Primary Interdisciplinary Connections: Performing Arts, Math, Science, Technology, and Psychology <u>21st Century Themes</u> X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy					
Unit Rationale:	To incorporate the New Jersey Student Learning Standards with the Unit 4 Essential Questions: What kinds of adventures can you experience when you can use your imagination? Where can imagination lead? How can imagination lead you to somewhere unexpected?				
Career Readiness (Standard 9):	Students will make text to self connections and text to global issues by incorporating 21 Century Skills of building literacy, effective expression, written and spoken, and working collaboratively to achieve unit goals.				

Learning Targets

Standards:	NJSLSA: RL.CR.6.1., RL.CI.6.2., RL.IT.6.3., L.VI.6.4., RL.TS.6.4., RL.PP.6.5., RL.MF.6.6., W.6.3, W.6.6, SL.PE.6.1., SL.6.2, 9.4.8.TL.3, SEL.PK-12.3.1				
Content Statements:	● Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ● Assess how point of view or purpose shapes the content and style of a text. ● Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ● Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. ● Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. ● Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				



- All students will use digital tools to gather, organize, analyze, and present information.

CPI#:	Cumulative Progress Indicator (CPI):
RL.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly, as well as inferences drawn from the text.
RL.CI.6.2.	Determine the central idea of an informational text, and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. .
RL.IT.6.3.	Analyze how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
L.VI.6.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RL.TS.6.4.	Analyze how a particular piece (e.g. chapter, scene, stanza, sentence, paragraph, chapter, or section) fits into the overall structure of a text and contributes to the development of the ideas, plot, setting, or theme.
RL.PP.6.5.	Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
RL.MF.6.6.	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
W.NW.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.6	Use technology, including the internet, to produce, and publish writing as well as to interact & collaborate with others
SL.PE.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
SEL.PK-12.3 .1	Recognize and identify the thoughts, feelings, and perspectives of others.

Unit Essential Questions:

- Where can imagination lead?
- What might happen if a fictional character were to come into the real world?

Unit Enduring Understandings:

- Read and analyze character and plot development
- Expanded knowledge of academic and concept vocabulary
- Fictional narrative writing development



- Combining sentences for variety
- Collaboration in discussions built on students' own ideas and the ideas of others
- All kinds of adventures can be experienced by using one's imagination

Unit Learning Targets:

Students will...

- Read and comprehend literature of various forms
- Participate in a group discussions
- Write a fictional/fantastical adventure using events and characters from their imaginations
- Take responsibility for learning using motivation and persistence, effective time management skills, and asking for assistance
- Summarize text and stories
- Develop an action plan and strategy for learning
- Demonstrate command of the conventions of English Language Arts
- Demonstrate understand of figurative language and using it in writing
- Distinguish among the connotations of words



Evidence of Learning

Summative Assessment: Fictional Narrative Essays, Drama project, PowerPoint, Unit 4 final assessment
Equipment Needed: online text, headphones, projectors, laptops
Teacher Resources: Pearson Online Programs, in-class novels, IXL, YouTube clips, Quia, Flocabulary, i-Ready

Formative Assessments:

- Teacher made assessments, assignments, and projects
- iMovie
- Oral answers to questions
- Quizzes
- Pearson worksheets, quizzes, and supplemental materials
- Student conferences
- Imagination/Fantastical Adventure story
- Think/pair/share
- Word webs and maps
- Self-assessment

Lesson Plans

Lesson	Time Frame
Lesson 1 Introduction to Imagination Unit	84 mins/1 day
Lesson 2 The Great Universal Undo	84 mins/1 day
Lesson 3 The Phantom TollBooth	84 mins/1 day

Teacher Notes:

Continue tying activities and reading to essential questions. Practice close reading, annotating, using various prompts regarding imagination to begin quick writes and discussions. Point out the varied forms imaginative stories take and encourage students to take notes on their cumulative imagination story as they read models from other authors.

Curriculum Development Resources/Technology Resources:

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

<https://youtu.be/x6D8PAGeIN8> (Dorothy entering the Land of Oz)

Pearson.personrealize.com

YouTube: Clip from The Phantom TollBooth

Clever.com



Lesson Plan 1 Template

Content Area:	Communication Arts	Lesson Title:	Introduction to Imagination Unit	Time Frame:	84 minutes
---------------	--------------------	---------------	----------------------------------	-------------	------------

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, Art

Integration of Technology: laptops, projector

Equipment Needed: laptops, projector, on-line text

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize & use academic vocabulary in context - Connect self & text to essential question - Engage in discussion about power of imagination - View on-line text intro video & respond to question	Lesson Sequence - Quick write: Do children experience imaginative daydreams more than adults do? - Show text video: “Yo Ho Ho and a Rubber Ducky” about the power of imagination - Discuss what imagination suggests to them - Student will define unit academic/fictional narrative vocabulary	- Vocabulary words in context, listing related words, & used in writing - Oral answers to discussion questions - Response to video - Quick write responding to Essential Question
Differentiation: Struggling students: larger font on worksheets, ICS (special education teacher/paraprofessionals) working small group, modified assignments, working with small groups, modified assignments, verbal responses, directions offered both verbally & in writing, preferential seating Higher level students: Academic vocabulary must be used in writing, more complex writing pieces referencing multiple sources and citing them, additional reading to extend and enhanced readings in text.		



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

Resources Provided:

- Video clips
- Highlighters
- Vocabulary definition & context clue sentence graphic organizers



Content Area:	Communication Arts	Lesson Title:	The Great Universal Undo	Time Frame:	84 minutes
---------------	--------------------	---------------	--------------------------	-------------	------------

21st Century Themes

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

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

Interdisciplinary Connections: Technology, Science

Integration of Technology: online text, audio summaries

Equipment Needed: on-line text, earphones, highlighters

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Write in the present tense ● Identify irony & find examples in novel ● Identify science fiction aspects of story ● Read for fluency & comprehension ● Identify main idea & theme	Lesson Sequence 1. Teach elements of fictional narrative & irony 2. Read as class, pausing to point out structure of text 3. Students note rising action & climax as well as dialogue moving plot along 4. Discussion on story 5. Complete comprehension questions independently & then think/pair/share 6. SW define vocabulary & use in a sentence	● Academic vocabulary activity sheets ● Written notes on rising action & climax ● Classroom discussion ● Written answers to comprehension questions



Differentiation:

Struggling students: larger font on worksheets, ICS (special education teacher/paraprofessionals) working small group, modified assignments, working with small groups, modified assignments, verbal responses, directions offered both verbally & in writing, preferential seating

Higher level students: Academic vocabulary must be used in writing, more complex writing pieces referencing multiple sources and citing them, additional reading to extend and enhanced readings in text.

Resources Provided:

- Graphic organizers for vocabulary words
- Highlighters
- Comprehension questions worksheets
- Scholastic Scope Magazine
- Pearson Digital Textbook



Content Area:	Communication Arts	Lesson Title:	The Phantom TollBooth	Time Frame:	84 minutes
---------------	--------------------	---------------	-----------------------	-------------	------------

21st Century Themes

X Civic Literacy □ Health Literacy

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

Integration of Technology: Video clip from The Phantom Tollbooth

Equipment Needed: laptop, projector, digital textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Describe how a particular stories or dramas’ plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution ● Explain elements of drama such as dialogue, stage management, scenes, & how a drama can be adapted from a book ● Read play in dramatic form as a class	Lesson Sequence 1. Teach elements of drama 2. Review of concept vocabulary 3. Assign parts & have class perform as “Reader’s Theater” 4. Close lesson with think/pair/share of elements of Math, Science, and Technology in play	● Reading fluency ● List of intercurricular elements in play ● Ranking of concept vocabulary on graphic organizer
Differentiation: Struggling students: larger font on worksheets, ICS (special education teacher/paraprofessionals) working small group, modified assignments, working with small groups, modified assignments, verbal responses, directions offered both verbally & in writing, preferential seating		



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

Higher level students: Academic vocabulary must be used in writing, more complex writing pieces referencing multiple sources and citing them, additional reading to extend and enhanced readings in text

Resources Provided:

- Graphic organizer for vocabulary
- video clips
- model of dramatic reading
- elements of drama notes
- Scholastic Scope Magazine as reference for plays



Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Communication Arts	Grade Level:	6	Unit Title:	Imagination
Created:	Crystal Best & Jaime Gaughan		Board Approved on:		



Unit Overview Template

Content Area:	Comm Arts	Grade Level:	6	Unit Title:	Exploration
Unit Summary: To identify and demonstrate that the road to the unknown can be dangerous and challenging, but people continue to explore it.					
Primary Interdisciplinary Connections: Aeronautics, Engineering, Psychology, Oceanography, Zoology, Botany, Science, Math, and Social Studies					
21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy					
Unit Rationale:	To incorporate the New Jersey Student Learning Standards with the Unit 5 Essential Questions: Why might an explorer travel to and explore unknown places? What drives people to explore? Students will make self to text connections, text to global issues including space exploration, technology aided exploration, and an overview of the history of exploration and inventions that made it possible. Research, collaborative planning, and presentations including technology incorporate 21 st Century Skills.				
Career Readiness (Standard 9):	Students will make text to self connections and text to global issues by incorporating 21 Century Skills of building literacy, effective expression, written and spoken, and working collaboratively to achieve unit goals.				

Learning Targets

Standards:	NJSLSA: RI.CR.6.1., RI.CI.6.2., RI.IT.6.3., L.VL.6.3., RI.TS.6.4., RI.PP.6.5., RI.MF.6.6, RI.AA.6.7. , RI.6.9, RI.CR.6.1.0, W.I.W.6.2., W.IW.6.2., SL.PE.6.1., SL.6.3, SL.6.5, 9.4.8.TL.2, 9.4.8.TL.3, 9.4.8.CT.3, 9.4.8.IML.1, 9.4.8.IML.10, 9.4.8.IML.12, 9.4.8.IML.14, SEL.PK-12.1.1, SEL.PK-12.1.3 SEL.PK-12.1.4 SEL.PK-12.2.2, SEL.PK-12.2.3 SEL.PK-12.4.3				
Content Statements:	● Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ● Assess how point of view or purpose shapes the content and style of a text. ● Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ● Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. ● Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. ● Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				



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

- All students will use digital tools to gather, organize, analyze, and present information.

CPI#:	Cumulative Progress Indicator (CPI):
RI.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly, as well as inferences drawn from the text
RI.CI.6.2.	Determine a central idea of a text and how it is conveyed through particular details/ provide a summary of the text distinct from personal opinions or judgments
RI.IT.6.3.	Analyze in detail how a key individual, event, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)
L.VL.6.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
RI.TS.6.4.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text, and contributes to the development of the ideas
RI.PP.6.5.	Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
RI.MF.6.6	Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
RI.AA.6.7.	Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
RI.6.9	Compare, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person
RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed
W. IW. 6.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SL.PE.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Unit Essential Questions:

- Where does an explorer go?
- Why would someone want to go “where no man has gone before?”
- Why might an explorer travel to and explore an unknown place?
- What drives people to explore?

Unit Enduring Understandings:



- Be able to explain the lure of the unknown and analyze why some people travel to previously unexplored places
- Informational literature comes in varied forms such as media, articles, and animation
- Authors write with different purposes and points of view
- Technology has fueled the ability of mankind to break previous barriers of exploration
- Readers will deepen their perspectives about exploration by reading, writing, speaking, listening, and presenting

Unit Learning Targets:

Students will....

- Evaluate written arguments by analyzing how authors state and support their claims
- Expand knowledge and use of academic and thematic vocabulary
- Write an argument in which you effectively incorporate the key elements of an argument
- Conduct research projects of various lengths to explore a topic and clarify meaning
- Correct errors with verbs
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate
- Integrate audio, visuals, and text in presentations

Evidence of Learning

Summative Assessment: Explanatory Essays, research project, powerpoint, Unit 5 final assessment

Equipment Needed: Pearson Online Programs, headphones, projector, laptops

Teacher Resources: Quia, Pearson online programs, YouTube clips, Scholastic Scope Magazine

Formative Assessments:

- Teacher made assessments, assignments, and projects
- Exit cards
- PowerPoints
- iMovie
- Online blog
- Journal entry
- Summary frames
- Oral questions
- Student conferencing
- Quia quizzes
- Think/pair/share
- Web map
- Self-assessments
- Oral questioning
- Essay writing



Lesson Plans

Lesson	Time Frame
Lesson 1 Introduction to Exploration Unit (What On Earth is Left to Explore)	84 minutes
Lesson 2 Excerpt from A Long Way Home	84 minutes
Lesson 3 Animation All About Exploration	84 minutes

Teacher Notes:

Information articles in this section are varied from deep sea, space, a lost boy in another continent, and unexplored lands (rainforests, arctic, etc.) Information is delivered in multimedia formats, (e.g., animation, autobiography, articles). Connections to Essential Questions must be the unifying factor to make everything congruent for students. Academic vocabulary is critically important for students' understanding of a unit's texts.

Curriculum Development Resources/Technology Resources:

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

Pearson.pearsonrealize.com

YouTube: NASA – Why do we explore?

YouTube: National Geographic – Deep Sea Exploration



Lesson Plan 1 Template

Content Area: Comm Arts Lesson Title: Introduction to Exploration Unit Time Frame: 84 Minutes

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Aeronautics, Engineering, Psychology, Oceanography, Zoology, Botany, Science, Math, Social Studies

Integration of Technology: laptops, projector

Equipment Needed: laptops, projects, online text, Scholastic Scope Magazine, headphones, highlighters

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize & use academic vocabulary - Read for fluency and content - Support writing with information from text and varied media - Connect self & articles to essential questions - Create an iMovie or PowerPoint to present research	Lesson Sequence - Self-assessments on prior knowledge of unit content and unit goals - Work on academic vocabulary definitions and use in context - Show text video: Hang Son Doong - Read: "What on Earth is left to explore?" - Summarize & discuss - Annotate for supporting details	- Vocabulary used in context and discussion - Effective written summary - Annotations - Oral & written answers to discussion questions
Differentiation: Struggling Students: Modified quizzes, larger font on worksheets, audio presentation of text, ICS (special education teacher/paraprofessionals working with small groups, modified assignments, verbal responses, directions offered both verbally & in writing, preferential seating		



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

Higher level students: Academic vocabulary must be used in writing, more complex writing pieces referencing multiple sources and citing them, additional reading to extend and enhanced readings in text

Resources Provided:

- Worksheets
- Online textbooks
- Vocabulary graphic organizer



Lesson Plan 2 Template			
Content Area:	Comm Arts	Lesson Title:	From A Long Way Home
		Time Frame:	84 minutes
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy			
X Civic Literacy X Health Literacy			
<u>21st Century Skills</u>			
X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy			
X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy			
Interdisciplinary Connections: Geography, Social Studies, Psychology, Map Skills, Technology			
Integration of Technology: projector, laptop, video clips from movie “Lion,” (The story of Saroo Brierly)			
Equipment Needed: Laptop, projector, map, & globe			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Cite textual evidence ● Analyze how and why individuals, events, and ideas develop and interact over the course of a text ● Interpret figures of speech ● Compare/contrast reading & viewing Saroo’s story ● Interpret information	Lesson Sequence 1. Class first read of introductory summary 2. Pre-reading discussion on Brierly’s situation & how technology changed outcome 3. Think/pair/share define concept vocabulary 4. Class first read of initial pages 5. SW annotate important support 6. Class discussion & connection to Essential Questions	● Oral answers ● Written vocabulary definitions ● Annotations ● Written answers to comprehension question ● Closing quick write connecting class reading with Essential Questions



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

Differentiation: Struggling Students: Modified quizzes, larger font on worksheets & graphic organizer, audio “reading” of story, ICA (special education teacher/paraprofessional) working with small groups, modified assignments, verbal responses, directions offered both verbally & in writing, preferential seating

Higher Level Students: Academic vocabulary must be used in writing, more complete writing pieces referencing multiple sources, and citing them, additional readings to extend and enhance readings in text.

Resources Provided:

- Worksheets
- Highlighters
- Headphones
- Vocabulary graphic organizer
- Online textbooks
- Maps & globe



Lesson Plan 3 Template

Content Area: Comm Arts Lesson Title: All About Explorations Time Frame: 84 minutes

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: projector, laptop, Pearson online

Equipment Needed: projector, laptops, earphones, online textbooks

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - View video to develop topic - Engage in discussion effectively - Collaborate with peers to extend knowledge & information	Lesson Sequence - Think/pair share “What were the tools early explorers used for exploration?” - Class share - Show video & discuss - Partners will add modern exploration tools to list - SW identify media vocabulary - Quick write: What drives people to explore?	- Oral answers - Written think/pair/share answers - Written quick write response to essential questions
Differentiation: Modified quizzes, larger font on worksheets, ICS (special education teacher/paraprofessionals) working with small groups, modified assignments, verbal responses, directions offered both verbally & in writing, preferential seating Higher Level Students: Academic vocabulary must be used in writing, more complex writing pieces referencing multiple sources, and citing them, additional readings to extend and enhance readings in text.		



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

Resources Provided:

- Online Textbook
- Close passage worksheet
- Media Vocabulary Worksheet



Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Comm Arts	Grade Level:	6	Unit Title:	Exploration
Created:	Crystal Best & Jaime Gaughan		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.