



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

Springfield Public Schools
Springfield, New Jersey 07081

Accelerated English
Grade 7

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 August 26, 2024



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Unit Overview Template

Content Area: English **Grade Level:** 7 **Unit Title:** Generations

Unit Summary: Pearson's myPerspectives Unit One: Generations

Primary Interdisciplinary Connections: Writing

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: People of all ages can learn from each other using shared experiences and exchanges of information from the past and present.

Career Readiness (Standard 9): Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking; Multiple solutions exist to solve a problem; An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

Learning Targets

Standards: RL.CR.7.1., RL.CI.7.2, RL.IT.7.3, RL.PP.7.5., RL.CT.7.8, RL.MF.7.6, L.VL.7.3, L.SS.7.1, W.NW.7.3., W.WP.7.4, SL.AS.7.6., SL.PE.7.1., SL.UM.7.5, 9.4.8.GCA.1, 9.4.8.GCA.2, SEL PK-12.1.1, SEL PK-12.1.2, SEL PK-12.1.4

Content Statements: Students will be able to identify and demonstrate a clear understanding of the concept that one generation can learn a lot of varied information and life lessons from another.

CPI#:	Cumulative Progress Indicator (CPI):
RL.CR.7.1	Cite several pieces of 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.7.2.	Determine the theme in a literary text (e.g. stories, plays or poetry) explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.7.3.	Analyze how particular elements of a text interact, including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.TS.7.4.	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.MF.7.6.	Compare and contrast texts (e.g., written story, drama, or poem) to an audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums,



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

	including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
RL.CT.7.8.	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.
RL.7.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed
W.NW.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
L.SS.7.1.	Demonstrate command of the system and structure of the English language when writing or speaking
SL.PE.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SEL.PK-12. 1.1	Recognize one's feelings and thoughts
SEL.PK-12. 1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
TECH 9.4.8.GCA. 1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)
TECH 9.4.8.GCA. 2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal

Unit Essential Questions:

- CORE ESSENTIAL QUESTION: What can one generation learn from another?
- How/Why can a chance encounter create an unlikely and enduring bond?
- How/Why did Maya Angelou become a unique and invaluable part of American and world culture?
- How can people learn from each other by seeing the world from someone else's perspective?



Unit Enduring Understandings:

- Students will come to understand that they are, to some degree, and on many levels, affected by intergenerational relationships.
- Students will use literary analysis and personal reflection to further understand how intergenerational relationships help to form integral components of adolescent identity.
- Students will demonstrate a new awareness of themselves through identification with characters that are interacting in a variety of situations, at different times in history.
- Students will come to understand that aging, and the wisdom it brings, can be positively incorporated into their lives.
- Students will begin to understand that human emotions are a constant throughout history and seamlessly unite generations.
- Be able to collaborate in small group learning situations and assess their ability to do so cooperatively.
- Students will develop and write personal narrative essays using dialogue and show, don't tell.

Unit Learning Targets:

Students will...

- *Be able to read and analyze nonfiction texts and narrative essays*
- *Be able to compare/contrast how one or more authors present a theme through two or more texts*
- *Be able to use Restate, Answer, Cite Evidence, Explain Evidence to answer Short Constructed Response questions*
- *Be able to identify the elements of a personal narrative essay*
- *Be able to, over a period of time, plan and compose a personal narrative with an effective use of properly punctuated dialogue*
- *Be able to define and identify 8 parts of speech*
- *Be able to evaluate one's own writing for proper sentence structure*
- *Be able to collaborate in small group learning situations and shared inquiry discussions*



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

Evidence of Learning

Summative Assessment: 18 days/84 min. class sessions (blocks)

Equipment Needed: Laptops, Pearson Digital Workbook, Notebooks, Pens, Trade Books, IXL, and academic related videos

Teacher Resources: Hard Copy Workbook, Online Workbook, Projector, Anchor Charts, IXL

Formative Assessments:

- Class Discussions
- Group Learning
- Homework
- Performance Tasks
- Performance Based Assessments
- Resource Selectivity and Differentiation
- Media Prompts
- Independent Learning Options
- Varying Grid Charts
- Multimedia Presentations
- Oral Presentations
- Comprehension and Analytical Questions
- Familiarity with, and adherence to, New Jersey Student Learning Standards.

Lesson Plans

Lesson	Time Frame
Lesson 1 “Two Kinds” from <u>The Joy Luck Club</u>	84 minute lessons/3 Days
Lesson 2 From Mom and Me and Mom and “Learning to Love my Mother”	84 minute lessons/ 2 Days
Lesson 3 Symbolic Analysis and Poetry	84 minute lessons/ 2 Day

Teacher Notes:

Each of the lessons above are taken from the Pearson Realize Curriculum Unit 1: Generations. Lessons can be modified at the teacher’s (general ed. or special ed.) discretion, in accordance with student interests, performance ability, and applicable IEPs or 504 plans.

Curriculum Development Resources/Technology Resources:

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

oncoursesystems.springfieldschools.com

www.pearsonrealize.com

www.exttext.pearson.com

IXL.com

Commonlit.com



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

Lesson Plan 1 Template

Content Area: Communication Arts **Lesson Title:** from *Two Kinds* by Amy Tan **Time**
Frame: 84 minutes/3 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Recognition of the importance of the time and place in history that the story takes place. Recognition of the reasons that music was important to Amy's parents. Recognition of the difficulties /rewards Amy experienced due to cultural intergenerational conflicts. History, Geography, English, Sociology

Integration of Technology: Laptops, OnCourse, Online Workbook with multimedia components, Student web-based multimedia projects and presentations

Equipment Needed: Equipment Needed: Laptops, Digital Pearson Workbooks, Notebooks, Trade Books, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to work confidently and competently within the framework of the Unit's Essential Question. - Be able to develop an appreciation for the life experience and attendant wisdom of older people and be able to formally articulate it. - Be able to understand that out of great diversities the strongest and most enduring can occur. - Be able to recognize, by evaluating their works,	Lesson Sequence - Do Now - Use academic and coined phrases in sentences. - Go over/peer share homework. - Allocation of resources to promote efficient learning methodologies. - Close reading - Analysis Questions/Short answer questions utilizing a RACE response. - Short Writing Prompt: How does the author use character traits to	- Class Participation: Assimilation and Synthesis of of Learning - Resources utilizing: Whole Class Learning Small Group Learning Independent Learning Continuing preparation for the Performance Based - Assessment--aligned with the Nonfiction Narrative Rubric. Topic: In what situations can one generation learn from another? - Writing Assessment: How does the author use



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

the value of the unique contributions made by the American icons studied in the unit.

develop the theme of the story?
8. Performance Task: What new knowledge or skills can you learn from someone of a different generation?

character traits to develop the theme of the story?

Differentiation:

Students will use various resources to respond to curricular topics using methods commensurate with their abilities. Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis.

Resources Provided:

- Texts-Online Pearson Textbook and Workbooks
- Laptops
- Videos
- Multimedia options



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

Lesson Plan 2 Template

Content Area: English **Lesson Title:** from *Mom & Me & Mom* **Time Frame:** 84 mins/2 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Recognition of the time period and location of the story in terms of the limited options and challenging possibilities afforded to Maya.
 History, Geography, English, Sociology

Integration of Technology: Laptops, OnCourse, Online Workbooks with multimedia components, Student web-based multimedia research projects and presentations

Equipment Needed: Laptops, Pearson Online Workbooks, Notebooks, Trade Books

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to work confidently and competently within the framework of the Unit's Essential Question. - Be able to develop an appreciation for the life experience and attendant wisdom of older people and be able to formally articulate it. - Be able to understand that out of great diversities the strongest and most enduring can occur. - Be able to recognize, by evaluating their works,	Lesson Sequence - Do Now: Read and research background information on Maya Angelou. Students will use Noodletools to cite all research. - Use academic and content vocabulary in sentences or short paragraphs to form a story or thematic paragraph. - First read and close read with annotations. - Analysis Questions/Short answer questions utilizing a RACE response.	- Class participation in small and whole group discussions - Comprehension-based questions - Analytical short constructed responses - Comparing text to multimedia presentations - SCR response to the text and video interview - Academic and Content vocabulary quizzes - Reading quizzes - Performance Writing Task-Student Choice - Student reflection exit tickets to have students



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

the value of the unique contributions made by the American icons studied in the unit.	5. Watch an interview with Maya Angelou. 6. Performance Writing Task: What new knowledge or skills can you learn from someone of a different generation? or Write to compare which medium is more effective at delivering Maya's message, <i>from Mom and Me and Mom</i> or the video interview with Maya Angelou.	analyze their own understanding of the topic
Differentiation: Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis. For example, struggling readers may listen to the audio version while following along in the text. Students may be provided with a transcript of the interview.		
Resources Provided: • Hard Copy and Online Workbooks • Audiobooks • Laptops • Videos • Multimedia Options		



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

Lesson Plan 3 Template

Content Area: Communication Arts **Lesson Title:** Symbolic Analysis & Poetry **Time Frame:** 84 mins/2 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Integration of Technology: Laptops, OnCourse, Online Workbooks with multimedia components, student web-based multimedia research projects, and presentations

Equipment Needed: Laptops, Pearson Online Workbooks, Notebooks, Trade Books

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to work confidently and competently within the framework of the Unit's Essential Question. - Be able to define a symbol. - Be able to identify symbols in a poem. - Be able to interpret symbols and justify their contribution to the overall message/theme - Be able to analyze a poem based on symbolism. - Compare two poems for the author's use of symbolism to	Lesson Sequence - Do Now: What is a symbol? Students will define symbols and write examples on sticky notes to be placed on KWL chart paper. - Mini-lesson on symbolism with whole-group discussion of chosen teacher poems to model examples. - Students read "Mother to Son" by Langston Hughes and complete an analysis chart. - Students read "To James" by Frank Horne and complete an analysis chart. - Students use both poems to write a compare/contrast analysis of how the author uses symbolism to advance the theme of their poems.	- Class Participation - Whole Class Learning Discussions - Small Group Learning Activities (e.g. "Pair and Share") - Independent Learning Tasks (e.g. Symbolism and poetry analysis charts) - Writing to compare or create (student choice) - Student reflection exit tickets to have students analyze their own understanding of the topic



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

advance the theme of
the works.

Differentiation:

Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis. For example, struggling readers may listen to the audio version of the poems while following along in the text.

Resources Provided:

- Hard Copies of the poems
- Audiobooks
- Laptops
- Figurative Language worksheets and anchor charts



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

Lesson Reflection

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

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

Curriculum Design Template

Content Area: English	Grade Level: 7	Unit Title: Generations
Created: Crystal Best	Board Approved on:	



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

Unit Overview Template

Content Area:	Communication Arts	Grade Level:	7	Unit Title:	Unit Two: A Starry Home
Unit Summary:	myPerspectives Unit Two: Our Starry Home				
Primary Interdisciplinary Connections:	Technology				
21st Century Themes	X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy X Information Literacy X Life and Career Skills ☐ Communication and Collaboration X Media Literacy				
Unit Rationale:	Students will examine argumentative texts as a means of understanding and developing argumentative writing. Students will ultimately construct an argument to support their response to the unit's essential question(s).				
Career Readiness (Standard 9):	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work; Digital communities are used by Individuals to share information, organize, and engage around issues and topics of interest; Sources of information are evaluated for accuracy and relevance when considering the use of information.				

Learning Targets

Standards:	RL.CR.7.1, RL.CI.7.2, RL.IT.7.3 RI.CR.7.1, RI.CR.7.2, RI.TS.7.4, RI.PP.7.5, RI.MF.7.6, RI.AA.7.7, RI.CT.7.8, W.AW.7.1, W.WR.7.5, W.SE.7.6, W.WP.7.4, L.SS.7.1, SL.PI.7.4, SL.PE.7.1, SL.II.7.2, SL.UM.7.5, SEL PK-12.1.3, SEL PK-12.1.4, SEL PK-12.2.1, SEL PK-12.2.2, 9.4.8.TL.4, 9.4.8.DC.1,9.4.8.DC.2				
Content Statements:	Students will be able to review various arguments presented in a variety of text selections and media excerpts, representing both the fiction and nonfiction genres, to gather evidence and ultimately draw their own conclusions with regard to the unit's essential questions.				
CPI#:	Cumulative Progress Indicator (CPI):				
RL.CR.7.1	Cite several pieces of 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.7.2.	Determine the theme in a literary text (e.g. stories, plays or poetry) explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.				
RL.IT.7.3.	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.				
RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.				



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

RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
W.AW.7.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SEL.PK-12. 1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12. 2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12. 2.2	Recognize the skills needed to establish and achieve personal and educational goals
TECH 9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
TECH 9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).
TECH 9.4.8.DC.1	Analyze the resource citations in online materials for proper use
TECH 9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8)

Unit Essential Questions:

- CORE ESSENTIAL QUESTION: SHOULD WE MAKE A HOME IN SPACE?
- Why do humans seem driven to explore space?
- How important to the future is space exploration?
- Are there worlds beyond our galaxy? Should we aim to find out?
- Should we spend valuable resources on space exploration?
- Do the benefits of exploring space outweigh the risks?

Unit Enduring Understandings:

- Read and analyze nonfiction narratives and explanatory essays



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- Compare thematic representation among two or more pieces of literature, between two or more authors
- Read and evaluate argumentative texts
- Organize, plan, and construct argumentative writing
- Develop an understanding of proper verb tenses and maintaining verb tense agreement within a piece of writing
- Collaborate to build on one another's ideas and communicate within a small group learning environment
- Incorporate audio, visuals, and text (written and spoken) into academic presentations

Unit Learning Targets:

Students will....

- *Be able to read and analyze nonfiction texts and explanatory essays*
- *Be able to compare/contrast how one or more authors present a theme through two or more texts*
- *Be able to identify the elements of argumentative writing*
- *Be able to read and evaluate argumentative texts*
- *Be able to, over a period of time, plan and compose an original piece of argumentative text*
- *Be able to identify different verb tenses, and demonstrate proper verb tense agreement*
- *Be able to collaborate in small group learning situations*



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

Evidence of Learning

Summative Assessment: 18 days/84 min. class sessions (blocks)

Equipment Needed: Laptop, Projector, Consumable Text Workbook and/or copies of applicable PDF's, worksheets, etc.

Teacher Resources: myPerspectives Grade 7 Teacher's Edition, myPerspectives+ Online Resources and Trainings, Trade Book Novels

Formative Assessments:

- Open-response questions
- Ongoing Evidence Logs
- Exit Card activities
- OnCourse Classroom and Google JamBoard blog activities
- Reading Quizzes
- Small Group Projects
- Practice Research & Citation Benchmark Tasks
- Take-Home Assessments
- Argumentative writing prompts
- Speaking & Listening Presentations and Shared Inquiry Discussions

Lesson Plans

Lesson	Time Frame
Lesson 1 <i>Dark They Were, and Golden Eyed</i> (Radio Play)	84 min. blocks/1 days
Lesson 2 <i>Crater</i> Plot Analysis	84 min. blocks/2 days
Lesson 3 Unit 2 Argumentative Writing (Unit 2 Summative Performance Task)	84 min. blocks/2 days

Teacher Notes:

Each of these sample lessons have been taken from the Pearson Realize myPerspectives Curriculum, Unit Two ("A Starry Home"). Lessons can be modified at the teacher's (general ed. or special ed.) discretion, in efforts to best meet students' interests, performance abilities, and/or to meet the accommodations set forth in any/all applicable IEPs or 504 plans.

Curriculum Development Resources/Technology Resources:

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

www.onsourcesystems.springfieldschools.com

www.pearsonrealize.com

www.etext.pearson.com

www.quia.com

www.kahoot.it

www.nasa.gov

www.helium3novels.com



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www.noodletools.com

www.ixl.com



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Lesson Plan 1 Template

Content Area: English Lesson Title: “Dark They Were, and Golden Eyed”
 (Radio Play) Time Frame: 84 minutes/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Science (Astronomy & Planetary Knowledge)
 STEM and SSEP Connections
 History (Space Exploration and Engineering Advancements)

Integration of Technology:

Use of Online Textbooks with multimedia components
 OnCourse Classroom (Assignment Posts, use of collaborative discussion blogs, Exit Card postings, etc.)
 Follow-Up to this Lesson: Original, Student Generated, MultiMedia Presentations (Small Group Assessment)

Equipment Needed:

Laptops
 Projector and Speakers
 Evidence Logs
 Student Binders

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to work confidently and competently within the framework of the Unit’s Essential Question. - Be able to identify components of a radio drama.	Lesson Sequence <i>*Note: Prior to this lesson, students will have read and analyzed Ray Bradbury’s short story text, “Dark They Were and Golden Eyed” in previous class lessons.</i> - Do Now - Using the online textbook, students will	- Class Participation - Whole Class Learning Discussions - Small Group Learning Activities (e.g. “Pair and Share”) - Independent Learning Tasks (e.g. Evidence Logs)



• Be able to compare and contrast a written text to its audio visual counterpart. • Be able to evaluate which medium most effectively conveys the story to today's readers/listeners/viewers.	view and listen to Michael McDonough's radio play of "Dark They Were, and Golden Eyed" 3. While Viewing, students will take notes to mark/note similarities and differences between Ray Bradbury's original text, and the presented radio play version thereof. 4. Students will be asked to complete three follow-up questions (Midpoint Check-In). 5. Students will complete an SCR, which asks them to compare/contrast the two mediums, and persuade their readers which delivery is most impactful.	• Reading Quizzes
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Differentiation:

Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis. For example, struggling writers may be provided with a graphic organizer (e.g. T-Chart or Venn Diagram) to aid in note-taking while watching, and/or receive a modified writing prompt for Day Two's writing task.

Resources Provided:

- Anchor Resource: Audio Drama Mind Mapping Worksheet & Demo Template
- Laptops
- Audio/Visuals of the Radio Play
- Evidence Logs & Any Other Applicable Worksheets/Activities



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Lesson Plan 2 Template			
Content Area:	English	Lesson Title: <i>Crater</i> : Plot Analysis	Time Frame: 84 minute blocks/2 days
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Science (Astronomy & Planetary Knowledge) STEM and SSEP Connections Health (Psychology & Physical Health and Well-Being)			
Integration of Technology: Use of Online Textbooks with multimedia components OnCourse Classroom & Google Suite (Assignment Posts, use of collaborative discussion blogs, Exit Card postings, etc.) Reference to the author's websites: www.homerhickam.com and www.helium3novels.com Original, Student Generated, MultiMedia Presentations (Small Group Assessment) Quia (extra enrichment activities) and Quizlet (Vocabulary enrichment) Newsela (when applicable, current event articles are available to use for enrichment/curriculum enhancements)			
Equipment Needed: Laptops Online Textbook and/or Consumable Copies of the Article (Informational Text) Projector and Speakers Evidence Logs Student Binders			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Be able to work confidently and competently within the	Lesson Sequence Students will work in small groups to open the lesson by discussing and	- Class Participation - Student-generated Questions



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framework of the Unit's Essential Question. ● Be able to evaluate various phrases of text, to extrapolate meaning and dissect novel-based content vocabulary and coined words/phrases. ● Be able to develop and articulate how various elements of the plot interact with one another. ● Be able to compose an original summative analysis (short constructed response).	defining words that they found to be critical to understanding the previous chapter(s) selection. 2. Shared Inquiry Discussion: Why are these terms important? What value do these coined phrases contribute to the plot? 3. Teacher will jump in to bridge between the discussion and the lesson's task objective, providing verbal and written instructions & resources in the process. 4. Task: Students will work to create a multimedia "Book Trailer" for the chapters. Trailers must: a. accurately reflect characterization and plot. b. incorporate dialogue or voice-over narration that includes at least two of the previously discussed coined phrases. c. incorporate audio and visual elements that demonstrate and enhance the plot's tone, and create appropriate mood for the audience.	● Assimilation and Synthesis of Learning Resources utilizing: a. Whole Class Learning Discussions using Shared Inquiry and/or Socratic seminar format b. Small Group Learning Activities c. Independent Learning Tasks ● Coined Term Glossary ● Performance-based Assessment(s): Book Trailer
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5. Upon task completion, students will be given a personal reflection chart to self-evaluate their products as they complete their final edits, as well as a constructive critique chart, to be completed during the viewing session.
6. Share presentations: Each student/student group will share their trailers, and the audience will complete constructive feedback forms for their peers.

Differentiation:

Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis.

Resources Provided:

- Textbook and/or copies of the article
- Laptops
- Evidence Logs & Any Other Applicable Worksheets/Activities



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Lesson Plan 3 Template

Content Area: English	Lesson Title: Unit Two: Argumentative Writing	Time Frame: 84 min. blocks/2 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

This project integrates technology, science, and health into its design. Students have the opportunities to research and pull from these different subject areas as a means of gathering and providing support and proof for their arguments.

Integration of Technology:

Use of Online Textbooks with multimedia components
 OnCourse Classroom and Google Suite (Assignment Posts, use of collaborative discussion blogs, exit card postings, etc.)
 Original, student generated, MultiMedia Presentations (Small Group Assessment)
 Google Chrome and Safari for Internet-based student inquiry and research (including, but not limited to, www.nasa.gov)
 NoodleTools for student citations

Equipment Needed:

Laptop
 Writing Help Resources (provided in hardcopy form, as well as posted on OnCourse Classroom and/or Instructor's Clever page)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to work confidently and competently within the framework of the Unit's Essential Question. - Be able to evaluate various argumentative	Lesson Sequence - Gather all materials including, but not limited to, the evidence log from Unit Two: A Starry Home. - Using notes, e-text, hard copy consumable text, etc. write an outline to	- Class Participation: Assimilation and Synthesis of Learning Resources utilizing: - Whole Class Learning Discussions



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texts and writing styles/purposes. • Be able to develop and articulate an argumentative claim. • Compose an original argumentative writing piece.	reflect your position on this unit's essential question: Should we build a home in space? 3. Elaborate on the outlines to compose a rough draft of the assigned argumentative essay. 4. Peer Editing and/or Guided Writer's Workshop to allow students an interactive opportunity to engage in the edit/revise portions of the writing process. 5. Students will, ultimately, make the necessary revisions to generate and compose an original and finalized argumentative essay. 6. Using NoodleTools, students will provide proper citations for their sources. 7. Works Cited will be submitted along with the final draft.	b. Independent Learning Tasks • Performance Based Assessment(s) Writing Benchmarks: a. I&R info cards b. outline c. rough draft d. peer editing/writer's workshop activities e. Final Draft (Summative Assessment) • MLA citation practice tasks (may be completed/administered prior to this lesson and/or unit, depending on student group and time)
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Differentiation:

Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis. For example, struggling writers may be provided with a pre-formatted outline, or additional jump off questions (e.g. Do the benefits of space exploration outweigh the cost of such research?). Some students may receive a modified length requirement (i.e. write 4 paragraphs instead of 5, etc.), at the Advanced students may be pulled aside for a mini lesson on proper citation, and encouraged to include a Works Cited sheet (which, otherwise, may not be addressed until closer to mid-year).

Resources Provided:

- district-issued student laptops
- hardcopy consumable planning sheets



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- hardcopy and digital research cards
- citation “how-to” sheet/anchor chart
- multimedia options (e.g. links to relevant audio clips, subject and age appropriate video and interview clips, applicable subject-based photograph documentation, etc.)



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Lesson Reflection

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

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

Curriculum Design Template

Content Area: English	Grade Level: 7	Unit Title: Unit Two: A Starry Home
Created: Crystal Best	Board Approved on:	



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Unit Overview Template

Content Area: English	Grade Level: 7	Unit Title: Unit 3: Turning Points
Unit Summary: myPerspectives Unit Three: Turning Points		
Primary Interdisciplinary Connections: SEL, Writing		
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:	Life is filled with little moments. Most of the time they just pass by, but sometimes a moment can change someone's life in an instant. Students will be able to determine how a small moment can change the course of history or the life of an individual.	
Career Readiness (Standard 9):	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction; Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated; Sources of information are evaluated for accuracy and relevance when considering the use of information.	

Learning Targets

Standards:	RL.CR.7.1., RI.CR.7.1, RL.CI.7.2, RL.TS.7.4, RL.PP.7.5, RL.MF.7.6, L.VL.7.3, L.SS.7.1, W.NW.7.3., SL.AS.7.6., SL.PE.7.1., SL.UM.7.5, 9.4.8.IML.15, 9.4.8.TL.3, 9.4.8.GCA.1, 9.4.8.GCA.2, SEL PK-12.1.3, SEL PK-12.1.4, SEL PK-12.2.3, SEL PK-12.3.1, SEL PK-12.3.2, SEL PK-12.3.3, SEL PK-12.4.1
Content Statements:	Students will be able to review various informative pieces presented in a variety of text selections and media excerpts, primarily representing nonfiction, to gather evidence and ultimately draw their own conclusions with regard to the unit's essential questions.
CPI#:	Cumulative Progress Indicator (CPI):
RL.CR.7.1	Cite several pieces of 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.7.2.	Determine the theme in a literary text (e.g. stories, plays or poetry) explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.7.3.	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.



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RL.TS.7.4.	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.PP.7.5.	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
RL.MF.7.6.	Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
SL.UM.7.5.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
W.IW.7.2	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.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SEL.PK-12. 1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12. 2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12. 3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12. 4.1	Develop, implement and model effective problem-solving, and critical thinking skills



9.4.8.IML.1 5	Explain ways that individuals may experience the same media message differently
9.4.8.TL.3	Select appropriate tools to organize and present information digitally
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal

Unit Essential Questions:

- CORE ESSENTIAL QUESTION: What can cause a sudden change in someone's life?
- What historical moments can be considered turning points that have shaped our world today?
- What kind(s) of event(s) make people change and why?
- Would the characters' experience(s) be as effective if different choice(s) had been made?
- How do stage directions (in dramatic forms) contribute to one's understanding of plot and characterization?

Unit Enduring Understandings:

- Read and analyze explanatory texts
- Expand your knowledge and use of academic and thematic vocabulary
- Write an explanatory text to examine a topic and convey ideas
- Conduct research projects of various lengths to explore a topic and clarify meaning
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate
- Integrate audio, visuals, and text in presentations

Unit Learning Targets:

Students will....

- *Be able to read and analyze nonfiction texts, fictional dramas, and explanatory essays*
- *Be able to compare/contrast how one or more authors present a theme through two or more texts*
- *Be able to identify the elements of explanatory writing*
- *Be able to read and evaluate explanatory texts*
- *Be able to identify and map the craft and structure of a short story*
- *Be able to identify and analyze the elements of drama (with particular focus on stage directions and their functionality)*
- *Be able to, over a period of time, plan and compose an original piece of explanatory writing*
- *Be able to identify and distinguish between different types of sentences (simple, compound, complex, and compound-complex)*
- *Be able to collaborate in small group learning situation*



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Evidence of Learning

Summative Assessment: 18 class sessions/84 minutes per block

Equipment Needed: Laptop, Projector, Consumable Text Workbook,
 Pens/Pencils/Highlighters/Post-It Notes, Trade Novel(s)

Teacher Resources: myPerspectives Grade 7 Teacher's Edition, myPerspectives+ Online
 Resources and Trainings, Trade Book Novels

Formative Assessments:

- Open-response questions
- Ongoing Evidence Logs
- Exit Card activities
- OnCourse blog activities
- Reading Quizzes
- Small Group Projects
- Take-Home Assessments
- Argumentative writing prompts
- Speaking & Listening Presentations and Shared Inquiry Discussions
- Technology Based Presentations

Lesson Plans

Lesson	Time Frame
Lesson 1 <i>Thank You, M'am by Langston Hughes</i>	<i>84 minute lessons/2 days</i>
Lesson 2 <i>12 Angry Men Character Decision Analysis</i>	<i>84 minute lessons/5 days</i>
Lesson 3 <i>"Sorry, Wrong Number" Radio Play</i>	<i>84 minute lessons/2 days</i>

Teacher Notes:

Each of these sample lessons have been taken from the Pearson Realize myPerspectives Curriculum, Unit Three: "Turning Points". Lessons can be modified at the teacher's (general ed. or special ed.) discretion, to best meet students' interests, performance ability, and/or applicable IEPs or 504 plans.

Curriculum Development Resources/Technology Resources:

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

www.onsource.springfieldschools.com

www.pearsonrealize.com

www.etext.pearson.com

www.quia.com

www.ixl.com

<https://earth.google.com/web/>

Jamboard.google.com

CommonLit.com



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Lesson Plan 1 Template			
Content Area: English	Lesson Title: <i>Thank You M'am</i> by Langston Hughes	Time Frame:	84 mins/2 days
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Students will explore the time period in which Langston Hughes was writing to develop a deeper understanding of how history affects the meaning and theme behind the literature.			
Integration of Technology: Use of Online Textbooks with multimedia components OnCourse Classroom and Google Suite (Assignment Posts, use of collaborative discussion blogs, exit card postings, etc.) Google Chrome and Safari for Internet-based student inquiry and research into the time period			
Equipment Needed: Laptop, Projector, Pens/Pencils/Highlighters/Post-It Notes, Student Binders, Pearson Online Textbook; Trade Novel(s)			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to work confidently and competently within the framework of the Unit's Essential Question. - Comprehend and analyze fictional literature. - Understand that out of great diversities the strongest and most enduring experiences can occur.	Lesson Sequence - Students will use Jamboard to identify and collaborate with one another to share a 'turning point' in their own lives and experiences. - Students will research background information on Langston Hughes, with the goal to discover information that relates to how authors use	- Open-response questions - Ongoing Evidence Logs - Exit Card activities - Jamboard blog activities - Reading Quizzes - Small Group Projects - Take-Home Assessments - Shared Inquiry Discussions - Summative Reading Assessment



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- Define allusion, and identify examples within the text. - Recognize, by evaluating their works, the value of the unique contributions made by African American icons studied in the unit. - Determine the climax and conflict in a story and examine its impact on the overall theme of the text.	fiction to change or alter history. - Students will identify and use new academic and content vocabulary. - Students will complete a first read of <i>Thank You M'am</i> for understanding. - Students will use a plot chart to map out the story arc. - Mini-lesson on Characterization. - Students will choose one of the two major characters to analyze for character traits. Students will build a profile of the character based on the character traits. - Students will take an assessment on <i>Thank You, M'am</i> that focuses on character analysis and development, plot structure, and allusion.	Comparative Writing Assignment based on the readings of the unit
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Differentiation:

Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis. Students in this lesson may listen to the audio version of *Thank You M'am* and receive assistance in annotating the text.

Resources Provided:

- Digital Textbook and/or copies of *Thank You M'am* by Langston Hughes
- Laptops
- Evidence Logs & Any Other Applicable Worksheets/Activities
- Jamboard access through GSuite



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Lesson Plan 2 Template

Content Area: Comm Arts	Lesson Title: <i>12 Angry Men:</i> Character Decision Analysis	Time Frame: 84 mins/2 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Students will connect to science as they read a selection from Annie Dillard's *An American Childhood*. Students will determine the meaning of scientific words that they are also learning in their 7th-grade Life Science class. Students will also be asked to use Google Earth to explore some geographical regions as related to the text.
Science, Geography

Integration of Technology:

Use of Online Textbooks with multimedia components
OnCourse Classroom and Google Suite (Assignment Posts, use of collaborative discussion blogs, exit card postings, etc.)
Google Chrome and Safari for Internet-based student inquiry and research
Google Earth

Equipment Needed:

Digital Textbook and/or copies of *An American Childhood*
Laptops
Evidence Logs & Any Other Applicable Worksheets/Activities

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify a new thematic focus. - Apply thematic understanding to fictional text excerpts.	Lesson Sequence OnCourse Do Now (Unit Opening Journal): Write about a time that you encountered an obstacle that stood in the way of something you	- SCR questions - Ongoing Evidence Logs - Exit Card activities - Jamboard blog activities



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- Examine how characterizations and character choices impact the overall dynamic of the group (and thus, character development). - Define and identify the script's Foil character. - Examine how characterizations and character development impacts plot.	wanted/wanted to do. Were you able to overcome that obstacle? How? - Pair-and-share to encourage discourse on adversity. - Students will complete a brief OnCourse assessment with several different texts to compare, to connect the intro text to the theme - Read Act Two of the text, "Twelve Angry Men" (pp.27-43). - Identify the Foil character, and provide evidence from the text to support that label. - Closing Discussion to connect. - Focus: How did the change of vote that took place at the end of Act One impact the dynamic of the group during Act Two? Students will be asked to cite specific moments from today's reading when justifying their claims.	- Reading quizzes and tests - Small Group Projects - Take-Home Assessments - Shared Inquiry Discussions
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Differentiation:

Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis. Students in this lesson may listen to the audio version of *An American Childhood* and receive assistance in annotating the text for unfamiliar vocabulary.

Resources Provided:

- GSuite-Jamboard, Google Earth



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- Laptops
- Digital Pearson Text or Printable versions of the short excerpt



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Lesson Plan 3 Template

Content Area: English	Lesson Title: Sorry, Wrong Number	Time Frame: 84 mins/3 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: During this unit, students are studying the rights of the accused in their civics class. As students read the play, they will draw interdisciplinary connections to their civics class to help understand the predicament of several characters in the play, as well as their lawful rights as private citizens.

Integration of Technology:

Use of Online platforms such as YouTube
 OnCourse Classroom and Google Suite (Assignment Posts, use of collaborative discussion blogs, exit card postings, etc.)
 Google Chrome and Safari for Internet-based student inquiry and research

Equipment Needed:

Printed or Digital Copies of *Sorry, Wrong Number* by Lucille Fletcher
 Projector
 Access to the radio play via YouTube

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to work confidently and competently within the framework of the Unit's Essential Question. - Comprehend and analyze fiction and the elements of a drama as specifically related to a stage and radio play.	Lesson Sequence - Introduce students to the era of Radio Plays. - Students will watch and take notes as they watch two short video clips on the evolution of technology and a BBC video on the elements of a drama and radio play. - Students will be assigned parts as they engage in	- SCR questions - Ongoing Evidence Logs - Exit Card activities - OnCourse blog activities - Reading Quizzes - Small Group Projects - Take-Home Assessments - Shared Inquiry Discussions



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• Understand the interdisciplinary connections that are taking place within their Comm Arts and Civics classes. • Determine the impact of stage directions, sound effects, and dramatic elements. • Analyze the impact of listening to the radio version of the play and comparing it to the written and/or stage version.	reading <i>Sorry, Wrong Number</i>. 4. Students will make inferences as they draw from the exposition of the plot to understand how it is used to further develop the story. 5. Students will listen to the radio play version to compare and contrast a drama to its audio version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). 6. Students can choose a scene from the radio play. Students will collaborate with their peers and use props to apply their own sound effects and dramatic elements as they understand it for that specific scene.	
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Differentiation:

Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis. Students in this lesson may listen to the audio version of the play prior to reading the play and receive assistance in annotating the text for unknown words or meanings as related to the time period of the play. Students may receive modifications for their study guide and assessments.

Resources Provided:

- Printed and Digital Copies of Lucille Fletcher's *Sorry, Wrong Number*
- YouTube videos to introduce students to the era of radio plays, the evolution of technology, and the dramatic elements used by radio broadcasters.
- Props to recreate their own scene from *Sorry, Wrong Number*



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

Curriculum Design Template		
Content Area: English	Grade Level: 7	Unit 3: Turning Points
Created: Crystal Best	Board Approved on:	



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Unit Overview Template

Content Area: English **Grade Level:** 7 **Unit Title:** Unit 5: Facing Adversity

Unit Summary: myPerspectives Unit Five: Facing Adversity

Primary Interdisciplinary Connections: 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: Sometimes life can feel like an obstacle course, but if we try hard enough we can usually make it over those hurdles. In this unit, students will explore various obstacles that have stood in the way of fictional characters' and historical figures' goals, and discover coping skills and strategies that helped those figures to overcome their challenges and move beyond the difficult times.

Career Readiness (Standard 9): Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them; individuals can use their talents, resources and abilities to give back; An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful; Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.

Learning Targets

Standards: RI.CR.7.1, RI.CR.7.2, RI.TS.7.4, RI.PP.7.5, RI.MF.7.6, RI.AA.7.7, RI.CT.7.8, W.AW.7.1, W.IW.7.2, W.WP.7.4, L.SS.7.1, SL.PI.7.4, SL.PE.7.1, SL.II.7.2, SL.UM.7.5, 9.4.8.CT.3, 9.4.8.DC.1, 9.4.8.DC.2, SEL PK-12.3.1, SEL PK-12.3.2, SEL PK-12.3.3, SEL PK-12.4.2, SEL PK-12.4.3, SEL PK-12.5.1, SEL PK-12.5.2, SEL PK-12.5.3, SEL PK-12.5.4

Content Statements: Students will be able to review various informative and explanatory pieces presented in a variety of text selections and media excerpts, including fiction, nonfiction, and memoir/autobiographical narratives, to gather evidence and ultimately draw their own conclusions with regard to the unit's essential questions.

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

RI.CR.7.1. Cite several pieces of 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.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).



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RI.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
RI.PP.7.5.	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
W.IW.7.2.	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.IW.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.IW.7.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic
W.IW.7.2.E	Establish and maintain a formal style/academic style, approach, and form
W.IW.7.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented
W.IW.7.9.B	Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”)
SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12. 3.2	Demonstrate and awareness of the differences among individuals, groups, and others’ cultural backgrounds
SEL.PK-12.	Demonstrate an understanding of the need for mutual respect when viewpoints differ



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3.3	
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
TECH 9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3)
TECH 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
TECH 9.4.8.DC.1	Analyze the resource citations in online materials for proper use
TECH 9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

Unit Essential Questions:

- CORE ESSENTIAL QUESTION: How can we overcome obstacles?
- How can people overcome adversity in the face of overwhelming struggles?
- Are there any obstacles that are too difficult to endure or overcome?
- In what ways can people face challenges, in order to overcome adversity?
- Why be “normal”, when you can be extraordinary?
- Can one dramatic moment change a person's life forever? Can that change be for the better?

Unit Enduring Understandings:

- How perseverance can lead to an improved quality of life, despite whatever obstacles one may face
- Evaluate one's self, and set goals for progress in both academic and personal arenas
- Understand how etymology can be used to predict definitions of unfamiliar vocabulary
- Compose an original explanatory text
- Writing can and should be for the purposes of organizing and sharing ideas, reflecting on the human experience(s), and gathering evidence
- Work together to build on one another's ideas, and communicate with one another
- Learn to further incorporate a variety of audio, visuals, and text in digital multimedia presentations, and use those to enhance, rather than substitute for, one's oral presentation on any given topic



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Unit Learning Targets:

Students will....

- *Be able to read and analyze informative texts*
- *Be able to expand their knowledge and use of academic and concept vocabulary*
- *Be able to use knowledge of etymology to predict meaning of unfamiliar vocabulary, and create a network related words*
- *Be able to acquire and use accurately grade appropriate terms*
- *Be able to write an informative essay to examine a topic and convey ideas*
- *Be able to conduct research projects of various lengths to explore a topic and clarify meaning*
- *Be able to demonstrate command of coordinate adjectives*
- *Be able to collaborate with a team to build on the ideas of others, develop consensus, and communicate*
- *Be able to integrate audio, visuals, and text in presentations*



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Evidence of Learning

Summative Assessment: 84 minute lesson blocks/17 days

Equipment Needed: Laptop, Projector, Consumable Text Workbook, Pens/Pencils/Highlighters/Post-It Notes, Trade Novel(s)

Teacher Resources: *myPerspectives Grade 7 Teacher's Edition, myPerspectives+ Online Resources and Trainings, Trade Book Novels and their Corresponding Novel Guides and Unit Materials*

Formative Assessments:

- Open-Response Questions
- Ongoing Evidence Logs & Annotation Guides
- Exit Card activities
- OnCourse Blog-style Activity
- Google Form Check-Ins
- JamBoard Collaborative Message Boards
- Reading Quizzes
- Take Home Assessments
- Argumentative writing prompts
- Speaking & Listening Presentations and Shared Inquiry Discussions
- A/V tasks
- Technology infused presentations

Lesson Plans

Lesson	Time Frame
Lesson 1 <i>Grapes of Wrath</i>: Analyzing Title and Author's Choice	84 min. Class Blocks/1 day
Lesson 2 <i>A Work in Progress</i>, by Aimee Mullins	84 min. Class Blocks/2 days
Lesson 3 Performance: Informative Essay Writing & Presentation	84 min. Class Blocks/2.5 days

Teacher Notes:

Each of these sample lessons have been taken from the Pearson Realize myPerspectives Curriculum, Unit Five ("Facing Adversity"). Lessons can be modified at the teacher's (general ed. or special ed.) discretion, to best meet students' interests, performance ability, and/or applicable IEPs or 504 plans.

Curriculum Development Resources/Technology Resources:

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

www.oucoursesystems.springfieldschools.com

www.pearsonrealize.com



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www.etext.pearson.com

www.quia.com

www.kahoot.it

www.biography.com

www.noodletools.com



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Lesson Plan 1 Template

Content Area: English	Lesson Title: <i>Grapes of Wrath:</i> Analyzing Title and Author's Agency/Choice	Time Frame: 84 minute blocks/1 day
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

History: Biographical Studies
 Civics: Citizenship

Integration of Technology:

Use of online textbooks with multimedia components
 OnCourse Classroom (assignment posts, formative assessments, etc.)
 Google Suite (Jamboard, Google Forms, etc.)
 Google Chrome and/or Safari for Internet-based student research

Equipment Needed:

Laptops
 Pen and Paper
 Highlighters and/or colored pens
 Projector and/or Mimeo
 Evidence Logs
 Anchor Charts for skill and structure reference(s), as applicable
 Copies of individual paper-based resources and supplemental texts, as required



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Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be able to determine a central idea, and analyze its development over the course of the text. • Be able to apply a theme or central idea to historical events and time periods. • Be able to determine the meaning of words and phrases as they are used within a text, including decoding and analyzing figurative language usage. • Analyze an author's choice and structure, and evaluate those choices as they relate to the development and appeal of the text excerpt.	Lesson Sequence (Note: Prior to this lesson, students will have read a selection from <i>The Grapes of Wrath</i>, as published in Unit 5 of Pearson's myPerspectives text, Level 7) 1. Do Now: Define <i>Wrath</i> and <i>Punishment</i>. How are these present in the text? Defend your response. 2. Students will, in small groups, complete Analyze Text Questions (p.462 #1-4) 3. Students should remain with partners or small groups. Together, they should complete the "Notebook Practice" Activity to Analyze Craft & Structure. (Activity Instructions and model can be found on p.463 of the text, and also in the "Making Connections" Tab of the e-text. Students will have the option of using the e-text tab, or creating a chart using their preferred application- Word, Inspiration, etc.) 4. Upon finishing, student groups should check in with the teacher to get a spot-check of their finished product. If cleared, the teacher will distribute tonight's	• Do Now responses • Whole class discussion • OnCourse and Google Form posts and responses • Students' independent time on task • Student generated questions • Collaborative group analysis responses • Student participation and input during closing analysis discussion



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	practice sheet to each student. 5. Closing Discussion: What is the significance of the title? What does Steinbeck's use of wrath and punishment suggest about his intention/message in writing the story?	
Differentiation: Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis.		
Resources Provided: • Laptops • Photocopies of applicable text selection(s) • Access to audio recordings and/or audio summaries (when available and applicable, as indicated on IEP) • Task lists and focus questions • Evidence Logs & any other applicable worksheets/anchor charts/activities • Links to applicable formative reinforcements • Links to applicable video clips, for student review		



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Lesson Plan 2 Template

Content Area: English	Lesson Title: <i>A Work in Progress</i> by Aimee Mullins	Time Frame: 84 minute lesson blocks/2 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Health: Prosthetic Advancement
Science: Robotics & Bionics

Integration of Technology:

Use of online textbooks with multimedia components
 OnCourse Classroom & Google Suite (assignment posts, use of collaborative boards and discussion blogs, exit card postings, etc.)
 Google Chrome and/or Safari for Internet-based student research

Equipment Needed:

Laptops
 Online Textbooks
 Pen and paper
 Highlighters (optional)
 Worksheet: *First Read Guide- Nonfiction*
 Evidence Logs and Focus Questions

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to distinguish a memoir from the standard autobiographical narrative. - Be able to determine the meaning of words and phrases as they are used	Lesson Sequence <i>Part One</i> Do Now: defining and distinguishing <i>memoir</i> from the genre of <i>autobiography</i> 1. Introductory Discussion: the greatest challenges in life.	- Do Now responses - Student participation - In-text annotations - Small group task report charts - Research pair-and-share mini presentations



within a text, including decoding and analyzing figurative language usage. • Be able to analyze the interactions between individuals, events, and ideas in a text. • Be able to identify and mark the author's use of hyperbole throughout the text. • Be able to determine an author's point of view or purpose in a text. • Be able to analyze how the author distinguishes her opinion or ideology from that of others. • Be able to work collaboratively to share ideas and build upon the ideas of others. • Be able to contribute to class discussions and help others to learn by informally presenting what they've learned.	2. Students will independently complete a first reading of Aimee Mullins' "A Work in Progress." 3. While reading, students will complete a First Reading Guide to record their initial reactions and thoughts (metacognition). 4. After reading, students will complete a selection of 4-5 comprehension check and analysis questions. Part Two: Small Group Learning 5. Students will work in small groups to complete a close read of the text. Targeted literary items to annotate include tone and figurative language (specifically focusing on the previously identified use of hyperbole). 6. Small Group Research Exploration: Following the close read, students should work together to research a detail from the selection (e.g. they may want to learn more about the newest kinds of prosthetic limbs). Each group should assign a secretary to record their findings. Part Three: 7. Small groups will take turns sharing their research from the latter half of the previous class.	• Worksheet: <i>Analyze Craft and Structure: Humorous Writing</i>
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8. Small groups will work collaboratively to analyze the author's style (humor and word choice).
9. Students will use what they learned in their groups to individually generate and compose responses to analysis and reflection questions (bringing text-to-self and text-to-society connection focus).
10. Exit Card: This story has been described as, "a loud affirmation of the need to be oneself." Do you agree? Be sure to justify your response.

Differentiation:

Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis.

Resources Provided:

- Text (both online textbook, and printed copies of segments for annotation)
- Student Laptops
- Access to Audio Recordings and/or audio summaries (when applicable, and/or as indicated on IEP)
- Focus questions and guided topics, as needed
- Group work facilitation grids and peer-evaluation assessment charts
- Evidence logs & any other applicable worksheets/activities



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Lesson Plan 3 Template

Content Area:	English	Lesson Title:	Performance Assessment: Informative Essay Writing	Time Frame:	84 minute class blocks/2.5 days, plus independent work outside of class
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Interdisciplinary Connections will depend on the students' choice of writing focus and topic, as this essay prompt is very open ended. Essay topics may include, for example, connections to scientific or medical advancements, citizenship & government, or social-emotional wellness and psychology.

Integration of Technology:

Use of online textbooks with multimedia components
OnCourse Classroom & Google Suite (assignment posts, use of collaborative discussion blogs, exit card postings, etc.)
Google Chrome and/or Safari for Internet-based student research

Equipment Needed:

Supplemental poems & novels
Online Textbook
Evidence Logs & Focus Questions
pen and paper



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Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be able to reflect upon earlier ideas. • Be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information. • Be able to exercise the rules of formal writing. • Be able to utilize all five parts of the writing process. • Be able to introduce a topic clearly, organize ideas and information, and support those ideas with relevant and credible evidence. • Be able to engage effectively in a range of collaborative discussions. • Be able to both offer and receive feedback on writing, and use that feedback to improve upon an initial draft.	Lesson Sequence 1. Concept Review: At the beginning of the unit, students articulated their ideas about how people can overcome overwhelming obstacles. Students will be asked to go back and review their Introductory QuickWrite. 2. Student Self-Reflection: Have your ideas altered, or been modified, throughout the course of the unit? 3. Teacher will introduce a writing task. 4. Students will choose a topic and subsequently plan and outline their ideas. 5. Students will use evidence gathered throughout the unit to draft and compose an explanatory essay in response to the following prompt: How can people overcome adversity in the face of overwhelming obstacles? 6. Students will collaborate in Peer Editing & Conferencing. 7. Revise Original draft to edit and compose final draft, while practicing the various stages of the writing process and improving one's own	• Brainstorming maps & essay outlines • Student time on task and general participation • Rough draft • Writer's conference(s) • Peer Editing & Feedback charts • Summative Assessment: Final Draft of an originally composed explanatory piece



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skills and
compositions.

Differentiation:

Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations and/or provide additional help resources and guides for individual students/classes on an as-needed basis.

Resources Provided:

- Copies of text segments and applicable resources
- Student laptops
- Access to audio recordings and/or audio summaries (when applicable, as indicated on IEP)
- Weekly Task Lists and Focus Questions/reading guides
- Evidence Logs & any other applicable worksheets/digital activities
- Peer editing feedback form
- Writer's Checklist (digitally posted)



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Lesson Reflection

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

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

Curriculum Design Template

Content Area: English	Grade Level: 7	Unit Title: Unit 5: Facing Adversity
Created: Crystal Best	Board Approved on:	



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Unit Overview Template

Content Area:	Communication Arts	Grade Level:	7	Unit Title:	Unit 4: People and the Planet
Unit Summary: Pearson's myPerspectives Unit Four: People and the Planet					
Primary Interdisciplinary Connections: Science					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Many people think that nature is filled with wonder, but do they wonder what will happen if we do not act to protect our environment? What is the relationship between people and the planet?				
Career Readiness (Standard 9):	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others; Developing and implementing an action plan is an essential step for achieving one's personal and professional goals; Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.				

Learning Targets

Standards:	RL.CR.7.1., RI.CR.7.1, RI.CR.7.2, RI.TS.7.4, RI.PP.7.5, RI.MF.7.6, RI.AA.7.7, RI.CT.7.8, W.AW.7.1, W.WR.7.5, W.SE.7.6, W.WP.7.4, L.SS.7.1, SL.PI.7.4, SL.PE.7.1, SL.II.7.2, SL.UM.7.59.4.12.TL.4, 9.4.8.CI.1, 9.4.8.CT.2, 9.4.8.CT.3, SEL PK-12.2.1, SEL PK-12.2.3, SEL PK-12.4.1, SEL PK-12.4.2, SEL PK-12.4.3, SEL PK-12.5.5
Content Statements:	Students will be able to review various informative pieces presented in a variety of text selections and media excerpts, including both fiction and nonfiction, to gather evidence and ultimately draw their own conclusions with regard to the unit's essential questions.
CPI#:	Cumulative Progress Indicator (CPI):
RL.TS.7.4.	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.PP.7.5.	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
RI.AA.7.7	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims



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RI.CT.7.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
W.AW.7.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
W.IW.7.2.	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.IW.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SL.UM.7.5.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.AS.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.SS.7.1.	Demonstrate command of the system and structure of the English language when writing or speaking. A. Explain the function of phrases and clauses in general and their function in specific sentences.
L.VL.7.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SEL.PK-12. 2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12. 2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



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SEL.PK-12. 4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12. 4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12. 4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12. 5.5	Identify who, when, where, or how to seek help for oneself or others when needed
TECH 9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH 9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
TECH 9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
TECH 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.

Unit Essential Questions:

- CORE ESSENTIAL QUESTION: What effects do people have on the environment?
- What might happen if we do not act to protect our environment?
- The Global Warning on Global Warming: How do different authors present this argument, and which arguments are most effective?
- What makes an effective argument?
- How does one appeal to a broad audience to bring awareness to a serious issue that can and does have a global impact?
- Is it too late to fix the damage that has been done to our environment?

Unit Enduring Understandings:

- Identify and analyze the 3 main persuasive appeals
- Read and analyze persuasive/argumentative texts
- Evaluate the elements of argumentative writing
- Compose an original argumentative piece
- Writing can and should be for the purposes of organizing and sharing ideas, reflecting on the human experience(s), and gathering evidence
- Work together to build on one another's ideas, and communicate with one another
- Learn to further incorporate a variety of audio, visuals, and text in digital multimedia presentations, and use those to enhance, rather than substitute for, one's oral presentation on any given topic



Unit Learning Targets:

Students will....

- *Be able to identify the elements of a strong argument*
- *Be able to identify the three main persuasive appeals*
- *Be able to evaluate written arguments by analyzing how authors state and support their claims*
- *Be able to expand knowledge and use of academic and thematic vocabulary*
- *Be able to write an argumentative essay in which they effectively incorporate the key elements of an argument*
- *Be able to conduct research projects of various lengths to explore a topic and clarify meaning*
- *Be able to demonstrate command of the use of participles and participial phrases*
- *Be able to conduct research to clarify and explore ideas*
- *Be able to collaborate with a team to build on the ideas of others, develop consensus, and communicate*
- *Be able to integrate audio, visuals, and text into presentations*

Evidence of Learning

Summative Assessment: 36 Days/Class Sessions

Equipment Needed: Laptop, Projector, Anchor Charts, Digital & Print Worksheets
Pens/Pencils/Highlighters/Post-It Notes, Trade Novel(s)

Teacher Resources: myPerspectives Grade 7 Teacher's Edition, myPerspectives+ Online
Resources and Trainings, Trade Book Novels, applicable DVDs and relevant film footage

Formative Assessments:

- Open-response questions
- Ongoing Evidence Logs
- Exit Card activities
- OnCourse blog activities
- Reading Quizzes
- Small Group Projects
- Take-Home Assessments
- Argumentative writing prompts
- Speaking & Listening Presentations and Shared Inquiry Discussions
- Technology Based Presentations



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Lesson Plans

Lesson	Time Frame
Lesson 1 Comparing Text to Film: Al Gore's Nobel Acceptance Speech	84 minute lesson blocks/2 days
Lesson 2 Poetry Collection (Small Group Learning)	84 minute lesson block/1 day
Lesson 3 Climate and Community Project	84 minute lesson blocks/3 days

Teacher Notes:

Each of these sample lessons have been taken from the Pearson Realize myPerspectives Curriculum, Unit Four ("People and the Planet"). Lessons can be modified at the teacher's (general ed. or special ed.) discretion, in efforts to best meet students' interests, performance abilities, and/or to meet the accommodations set forth in any/all applicable IEPs or 504 plans.

Curriculum Development Resources/Technology Resources:

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

www.oucoursesystems.springfieldschools.com

www.pearsonrealize.com

www.etext.pearson.com

www.quia.com



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Lesson Plan 1 Template

Content Area: English	Lesson Title: Comparing text to film: Al Gore's Acceptance Speech	Time Frame: 84 minute blocks/2 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Science: Environmental studies and climate change
 Civics: Citizenship and Government

Integration of Technology:

Use of Online Textbooks with multimedia components
 OnCourse Classroom & Google Suite (Assignment Posts, use of collaborative discussion blogs, Exit Card postings, etc.)
 Google Chrome for Internet-based Student Research

Equipment Needed:

Novels
 Student Laptops
 Evidence Logs & Focus Questions
 pen and paper

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to read and comprehend literary nonfiction - Be able to increase their understanding by connecting the video of the speech to other media they have seen or heard	Lesson Sequence <i>*Note: Prior to this lesson, students will have read and analyzed, and been assessed on the understanding of, the printed transcription of Al Gore's 2007 Nobel Prize Acceptance Speech.</i> - Do Now: Review Questions - Review Key Information	- Comprehension Check Questions (written or verbal) - First View Guide: Media-Video - Close Review Notes - Exit Card(s) - Compare/Contrast SCR



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• Be able to analyze how written speech and spoken speech have different impacts • Be able to compare text to media • Be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content • Be able to take a position on an argument, develop an argumentative claim, and support that argument with evidence from both print and digital sources	3. Students will use the e-text to view the film footage of Al Gore delivering his 2007 Nobel Acceptance Speech. 4. Students will work in teams to complete the Close Review Activity Task Sheet (adapted from p.389 of the text). 5. Students will begin to chart comparisons between text and film via graphic organizers (Venn Diagrams, T-Charts, etc.). 6. Students will complete an SCR for which they are asked to compare text to media.	• Summative Assessment: Reading v. Viewing Quiz
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Differentiation:

Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis.

Resources Provided:

- Copies of the Text
- Student Laptops
- Access to Audio Recordings and/or Audio Summaries (when applicable, as indicated on IEP)
- Weekly Task Lists and Focus Questions
- Evidence Logs & Any Other Applicable Worksheets/Activities
- Writer's Checklist



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Lesson Plan 2 Template

Content Area: English	Lesson Title: Poetry Collection Review	Time Frame: 84 minute lesson blocks/2 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Science: Environmental Studies

Integration of Technology:

Digital Dictionary
 Use of online textbook with multimedia components
 OnCourse Classroom & Google Suite (Assignment Posts, use of collaborative discussion blogs, Exit Card postings, etc.)
 Quia, OnCourse Classroom, or Google Form (Quiz - Summative Assessment)

Equipment Needed:

Textbooks
 Laptops
 pen and paper
 Evidence Logs & Focus Questions

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to reflect upon the connection between our ancestors, the Earth, and nature - Be able to analyze how a drama's or poem's form or structure contributes to its meaning.	Lesson Sequence - Do Now (Draw-Define-Use charts for 3 new terms) - Teacher-led introductory mini-lesson: Although modern society has had serious impacts on the natural world, there are	- Draw-Define-Use vocabulary intro. task - Small group discussions (in-person or via blog or other digital communication) - Guided note-taking charts and sheets



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• Be able to analyze a poet's tactical use of simile and metaphor. • Be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Be able to use grade-appropriate digital resources to determine or clarify the meaning of unknown and multiple-meaning words. • Be able to present an argument, following the readings of these and other pieces throughout the Small Group Learning portion of the unit.	also people who care and who are working hard to fix it, even if only by spreading awareness. 3. Groups will preview selection summaries for the 3 poems. 4. Groups will read all three poems, individually working to complete the Poetry Read Guides as they read. 5. Targeted Analysis of Marked Stanzas (students will get to choose which of the poems they will work with for this task). 6. Analyze Craft & Structure: Students will further analyze thematic representation within the poem(s). 7. Exit Card 8. Summative Assessment Option 1: Choose one poem, then plan and act it out as a group (in person or iMovie) 9. Summative Assessment Option 2: Reading Quiz to Compare Thematic Representation (of climate concern and appreciation of nature) across the poems.	(including, but not limited to, the First Read Guide: Poetry) • Stanza Analysis annotations • Summative Assessment planning notes and/or storyboard(s)
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Differentiation:

Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis.



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Resources Provided:

- Text
- Laptops
- Access to Audio Recordings and/or Audio Summaries (when applicable, as indicated on IEP)
- Comprehension Review and Analytical Focus Questions
- Evidence Logs & Any Other Applicable Worksheets/Activities



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Lesson Plan 3 Template

Content Area: English Lesson Title: Climate and Community Project Time Frame: 84 minutes/3 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Integration of Technology:

Use of Online Textbooks with multimedia components
 OnCourse Classroom & Google Suite (Assignment Posts, use of collaborative discussion blogs, "How-To" help sheets, etc.)
 Quia/Google Forms/OnCourse Classroom (Open-Notes Reading Quizzes)
 iMovie

Equipment Needed:

Pen and paper for planning
 laptops
 projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to identify and describe a problem within the community related to the environment or climate - Be able to analyze a problem, develop a solution, justify the reasoning, and present a	Lesson Sequence **Students have read Al Gore's Nobel Acceptance Speech - Students will work in small groups to identify and describe a problem in their community as related to climate change. - Students will collaborate to analyze the problem	- Whole group and small group discussion - Evaluation of collaborative efforts within group work - Group Planning Notes for project - Presentation of project using proper presentation techniques



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proposal as related to climate change • Be able to write a proposal or grant by applying proper grammar and mechanics to their writing. • Be able to collaborate with teammates to solve a problem. • Be able to organize, plan, and advertise a community event.	and develop a solution to present to the Mayor, town council, or Board of Education. 3. Mini-lesson on Grant/Proposal Writing 4. Students will write a grant or proposal to present their ideas to the appropriate people. 5. Students will peer-edit proposals or grants before presenting to the teacher. 6. Students will be given an amount of money to work with based on their presentation. 7. Students will plan, organize, and advertise the event to present to their classmates.	(eye contact, voice level, body language) • Peer-editing/Pair Share activities • Editing writing using editing tools • Content and quality of presentation as measured by a rubric
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Differentiation:

Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis.

Resources Provided:

- Student laptops
- Weekly Task Lists and Focus Questions
- How-To Sheets to help facilitate trailer creation
- Evidence Logs & Any Other Applicable Worksheets/Activities
- Large Digital Timer to help students keep track of time remaining in the challenge
- Projector for Trailer presentation



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Lesson Reflection

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

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

Curriculum Design Template

Content Area: English	Grade Level: 7	Unit Title: People and the Planet
Created: Crystal Best	Board Approved on:	



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GLOBAL SKILLS

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

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



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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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**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



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GLOBAL SKILLS

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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



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



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GLOBAL SKILLS

Accommodations and Modifications for ESL Students

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

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

Mission Statement

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

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

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

Goals:

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

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

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

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

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

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

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

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

Procedures

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

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

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

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

Resource Links

https://riversideinsights.com/cognitive_abilities_test

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

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

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

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

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

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

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

NJDOE Fast Facts

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

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

Math/ELA

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

STEM

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

Enrichment Events

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