

Springfield Public Schools
Springfield, New Jersey 07081

History of Pop Culture

Curriculum Guide

2025

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

Springfield Board of Education
Approved August 25, 2025

Springfield Public Schools
Springfield, New Jersey

Dr. Rachel Goldberg
Superintendent of Schools

Erica Scudero
Assistant Superintendent

Curriculum Developed By:

Dr. Norman Francis- Principal

Candice Schiano- Humanities Supervisor

Alexis Mojka- Teacher

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

Resolution: 21
Introduced By: Mrs. Turnbull
Seconded By: Mrs. Murphy
Adopted: August 25, 2025

Curriculum Update

To approve the following curriculum revisions:

a. Elementary School Level
   1. Grade K Art
   2. Grade 1 Music
   3. Grade 2 Music
   4. Grade 4 Art
   5. Grade 4 Instrumental Music
   6. Grade 4 Vocal/General Music
   7. Gifted & Talented through Art K-5

b. Middle School Level
   1. Concert Choir Gr. 6-8
   2. Concert Band Gr. 6-8
   3. Grade 7 Art (Ceramics)
   4. Grade 7-Art Lab Maker Space
   5. Grade 6 Accelerated Math
   6. Math Lab Grades 6, 7, & 8

c. High School
   1. Advanced Ceramics and 3D Forms
   2. Advanced TV Production
   3. Animation *(New)*
   4. AP Environmental Science
   5. Bake Shop I
   6. Bake Shop II
   7. Business Law
   8. Business Management
   9. Dance I
   10. Dance II
   11. Digital Photography

(continued)

12. Drawing and Painting
13. Foundations in Crafts
14. History of Pop Culture *(New)*
15. Introduction to Graphic Design
16. Introduction to Television
17. JDHS Beginning String Ensemble
18. Multimedia Storytelling *(New)*

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on August 25, 2025 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th day of August 2025.

SEAL

Michelle Calas
School Business Administrator/ Board Secretary



SPRINGFIELD PUBLIC SCHOOLS

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

Unit Overview Template

Content Area:	English	**Grade Level:**	9-12	**Unit Title:**	Origins of Pop Culture Journalism & Its Impact Through the Broadcast Age

Unit Summary: Students will explore the beginnings of pop culture journalism, tracing its roots from the 19th century into the Broadcast Age and through the 1970's. Students will investigate journalistic practices, technological advancements, and historical events through a pop culture lens. They will analyze primary documents such as archival footage, photojournalism, and contemporary press coverage to understand how the media shaped public opinion and how news evolved into entertainment.

Primary Interdisciplinary Connections: Social Studies, 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 ***X*** Communication and Collaboration ***X*** Media Literacy

Unit Rationale: This unit will develop the following skills: critical thinking, analysis, informational text comprehension, informative writing, presentation, research, and comparison through the presentation of early pop culture events in American history.

Career Readiness (Standard 9):

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resource

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

Learning Targets

Standards: NJSLS ELA	
Content Statements:	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, make effective choices for meaning or style, and comprehend more fully when reading or listening. (VI) Vocabulary Acquisition, Use, and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context. (CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text. (TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text. (MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words. (AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.

(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of

	reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
CPI#:	**Cumulative Progress Indicator (CPI):**
L.KL.9–10.2	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
RI.CR.9–10.1.	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.MF.9–10.6.	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.CR.11–12.1.	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.11–12.2.	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
RI.PP.11–12.5	Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RI.MF.11–12.6.	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
W.IW.9–10.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.WR.9–10.5.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.IW.11–12.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.WR.11–12.5.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SL.PE.9–10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.II.9–10.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.UM.9–10.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
SL.PE.11–12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.II.11–12.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.UM.11–12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Unit Essential Questions:

- What is pop culture, and why does it matter?
- How did early journalism influence public opinion and popular entertainment?
- How did television change journalism and popular culture?
- What role did the media play in covering counterculture and conflict?

Unit Enduring Understandings:

- This unit will explain how the media began to influence public opinion.
- This unit will discuss the power of early photography and illustration in shaping journalistic narratives and depicting key historical events.
- This unit will evaluate the shift from print to broadcast media, the rise of network news, and the concept of the American teenager
- This unit will determine how a pop culture event became "news."

Unit Learning Targets:

Students will be able to demonstrate how everyday news developed into pop culture and began to influence lifestyles.

Evidence of Learning
Summative Assessment: 25 days (5 weeks)
Equipment Needed: iPads, Newline board, Laptops, Wi-Fi Connection, Internet Resources
Teacher Resources: Streaming Apps/Websites
Formative Assessments: • Participation • Reflection Journals • Class discussions • Primary Source Analysis

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Timeline Creation of Journalism/Pop Culture Intersections	**4 hours/4 days**
Lesson 2 Jack the Ripper & Lincoln	**4 hours/ 4 days**
Lesson 3 Television's Impact, The Beatles, & Elvis	**3 hours/3 days**

Teacher Notes:
Different examples can be used from each era. Those listed are only suggestions.

Curriculum Development Resources/Technology Resources:

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

http://YouTube.com

https://chroniclingamerica.loc.gov/

https://guides.lib.purdue.edu/digitalUSnewspapers

https://designopendata.wordpress.com/wp-content/uploads/2014/05/understanding-media-mcluhan.pdf



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Lesson Plan 1 Template					
Content Area:	Pop Culture	Lesson Title:	Timeline Creation of Journalism/Pop Culture Intersections	Time Frame:	4 hours/4 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: History, Graphic Design

Integration of Technology: Internet resources, Google Workspace

Equipment Needed: iPads, Archival footage and images

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Research key dates, events, and innovations that mark the intersection of journalism and popular culture. • Integrate these events into a class digital timeline. • Explain how the media began to influence public opinion.	Lesson Sequence 1. Students will choose a pop culture moment. 2. Students will use IMC databases and Internet resources to research the chosen moment, gathering info on the significance of the event and archival images. 3. Students will receive a timeline template in a shared Google Slide on which to create their timeline entry. 4. Students will present their event, explaining	• Resource credibility check • Notecard check • Works Cited • Class discussion • Timeline slide • Presentation • Participation

	how the event blended journalism and entertainment.	

Differentiation:
Students may choose the topic, the materials used, and the intricacy of the timeline design. Expectations may also vary as modifications may be made as needed.

Resources Provided:

- Timeline slide template
- Event list
- IMC Database password list
- Library of Congress website
- Britannica website



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Lesson Plan 2 Template					
Content Area:	Pop Culture	Lesson Title:	Lincoln & Jack the Ripper	Time Frame:	4 hours/4 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: History, Sociology, Ethics

Integration of Technology: Internet resources, Google Workspace

Equipment Needed: iPads, Archival newspapers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Discuss the power of early photography and illustration in shaping journalistic narratives and depicting key historical events. • Analyze The Illustrated Police News Jack the Ripper coverage. • Evaluate sketches and engravings of Lincoln's assassination coverage and explain how these visuals brought breaking news to life.	Lesson Sequence 1. Review and respond to the historical context of the Jack the Ripper murders in late 1800s London and the press's sensational coverage. 2. Describe the theories of "armchair detectives" and evaluate them for logic. 3. Inspect illustrated newspapers depicting Lincoln's assassination with sketches and engravings. Assess the validity of the	• Participation in class discussions • Primary source analysis • Compare and Contrast activity

• Compare and contrast the visual reporting styles of the Lincoln Assassination with the illustrations used for Jack the Ripper.	illustrations in relation to news reports and explain the impact of such images on the public. 4. Compare and contrast the visual reporting styles of the Lincoln Assassination with the Jack the Ripper case.	

Differentiation: Graphic organizers, tiered text levels, or guided notes for note-taking; sentence starters for analysis; collaborative learning; models; rubrics.

Resources Provided:

- Archived newspapers
- Internet
- iPads



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Lesson Plan 3 Template					
Content Area:	Pop Culture	Lesson Title:	Television's Impact, The Beatles, & Elvis	Time Frame:	3 hours/ 3 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Music, History, Sociology, Psychology

Integration of Technology: Internet Resources, Google Workspace

Equipment Needed: iPads, Archival footage

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Discuss the shift from print to broadcast media, the rise of network news, and the concept of the American teenager. • Compare and contrast archival footage of the Beatles and Elvis from *The Ed Sullivan Show* to print media coverage. • Determine how a pop culture event became "news."	Lesson Sequence 1. Watch archival footage of The Beatles and Elvis' appearances on *The Ed Sullivan Show.* They will reflect on them in their journal and compare them to a modern-day celebrity. 2. Review contemporary newspaper/magazine reports about "Beatlemania," "British Invasion," and Elvis' cultural impact. 3. Compare and contrast how TV and print media covered the same event,	• Reflection journal • Participation in class discussions • Primary source analysis • Compare and contrast activity

	indicating what unique elements each medium brought. Speculate how musicians became a "news event."	

Differentiation:
Graphic organizers, tiered text levels, or guided notes for note-taking; sentence starters for analysis; collaborative learning; models; rubrics.

Resources Provided:

- Articles covering The Beatles' U.S. arrival and "Beatlemania."
- News clips
- *The Ed Sullivan Show* performances
- *Saturday Evening Post* article, "A Brief History of Teenagers"



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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:	ELA	**Grade Level:**	9-12	**Unit Title:**	Origins of Pop Culture Journalism & Its Impact Through the Broadcast Age
Created:	Alexis Mojka	**Board Approved on:**			



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Unit Overview Template					
Content Area:	Pop Culture	**Grade Level:**	9-12	**Unit Title:**	The AudioVisual Age: Tabloid Culture, Celebrity Trials, & "True" Crime

Unit Summary: This unit explores the transformation in the focus of journalism in the 1980s and 1990s, as characterized by the rise of tabloid culture, media scrutiny of celebrity lives, and the public's fascination with true crime. Students will analyze events, like the death of Princess Diana and the O.J. Simpson trial created media frenzies. Students will study the launch of MTV and MTV News and analyze their impact on culture. The unit will examine true crime narratives, tropes, ethics, and citizen participation in an effort to understand the public's fascination with crime. Through critical analysis of primary sources, debates, film comparisons, and simulations, students will evaluate their own role as a consumer of entertainment and comprehend how the media spins facts.

Primary Interdisciplinary Connections: Social Studies, Technology

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

Unit Rationale: This unit focuses on students' ability to analyze, evaluate, and reflect on the growing influence of pop culture through the 1980's and 1990's as news became less about facts and more about style.

Career Readiness (Standard 9):

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resource

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

Learning Targets	
Standards:	NJSLS ELA

Content Statements:

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

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

(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.

(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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

CPI#:	Cumulative Progress Indicator (CPI):
L.KL.9–10.2	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
RI.CR.9–10.1.	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.MF.9–10.6.	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.CR.11–12.1.	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.11–12.2.	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
RI.PP.11–12.5	Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RI.MF.11–12.6.	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

Unit Essential Questions:

- How did tabloids redefine journalism in the 1980s and 1990s?
- How did television and new media platforms (like MTV) change the way news, particularly celebrity news and trials, was consumed?
- What role has the media played in building the mythos around American serial killers and other high-profile criminals?
- When does journalism become entertainment, and what ethical questions arise when real events inspire film, TV, and books?

Unit Enduring Understandings:

- This unit will debate press freedom vs. privacy rights in relation to tabloid coverage and celebrities.

- This unit will facilitate a discussion on media sensationalism and its impact on public mourning and collective memory.
- This unit will compare and contrast the framing of the same event by traditional news outlets versus tabloid media.
- This unit will help students determine true crime is a valid form of entertainment.

Unit Learning Targets:

Students will analyze, evaluate, and reflect on the rise of the celebrity in tabloid coverage in the 1980's and 1990's. They will connect the same concepts to modern times. Students will explain how MTV launched cultural icons and changed how music was consumed.

Evidence of Learning

Summative Assessment: 20 days (5 weeks)

Equipment Needed: iPads, Newline board, Laptop, Wi-Fi Connection, Internet Resources

Teacher Resources: Streaming Apps/Websites

Formative Assessments:

- Participation
- Reflective Pieces
- Research
- Discussion



Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Celebrity Scrutiny & Princess Diana	**4 hours/ 4 days**
Lesson 2 Courtroom Journalism Simulation	**3 hours/ 3 days**
Lesson 3 Is True Crime Ethical Entertainment?	**3 hours/3 days**

Teacher Notes:
Different examples can be used if need be. Be sure to view and edit for content.

Curriculum Development Resources/Technology Resources:
Click the links below to access additional resources used to design this unit:
http://youtube.com
https://www.ebsco.com/products/magazine-archives/people-magazine-archive
https://www.bbc.com/topics/c01yxyz46myt



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

Lesson Plan 1 Template					
Content Area:	Pop Culture	Lesson Title:	Celebrity Scrutiny & Princess Diana	Time Frame:	4 hours/ 4 days

Lesson Components

21st Century Themes

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

X Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Civics, History, Ethics

Integration of Technology: Internet resources, Archival footage

Equipment Needed: iPads, Newline board

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define characteristics of tabloid journalism • Recount the growth of tabloids in the 1980s-1990s. • Analyze the journalistic scrutiny and paparazzi ethics leading up to and following Princess Diana's death. • Examine how coverage became a global media circus • Debate press freedom vs. privacy rights. • Discuss the impact of media sensationalism on public mourning and collective memory	Lesson Sequence 1. Review current tabloid cover story headlines and develop a list of characteristics. 2. Research a cover story about Princess Diana story and determine if it qualifies as a tabloid story. 3. Review the historical context of the Royal Family in the mid-1990s. Analyze contemporary newspaper and tabloid coverage. 4. View documentaries/ news segments discussing the paparazzi	• Quality of research • Argumentative skills • Reflective piece • Participation

	culture and the immediate aftermath of Diana's death, focusing on the global media circus. 5. Debate: Press Freedom vs. Privacy Rights a. Prepare for and participate in a formal debate: "Resolved: The public's right to know about celebrities outweighs their right to privacy." b. Students will research arguments for both sides, using the Princess Diana case as a central point of reference. 5. Compose a reflection detailing their point of view after the debate.	

Differentiation: Provide articles for research, discussion starters, and simplified debate roles

Resources Provided:

- Access to Digital Archives
- Reproductions of tabloid front pages and articles
- Rubrics
- Debate sentence starters



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Lesson Plan 2 Template					
Content Area:	Pop Culture	Lesson Title:	Courtroom Journalism Simulation	Time Frame:	3 hours/3 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: History, English, Criminal Justice, Public Speaking, Ethics

Integration of Technology: Internet resources, Archival footage

Equipment Needed: iPads, Newline board

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Compare and contrast the framing of the same event by traditional news outlets versus tabloid media. • Simulate elements of courtroom journalism with a specific audience in mind. • Reflect on how the media shapes the facts.	Lesson Sequence 1. Present students with a fictional scenario of a high-profile trial. 2. Work in small groups, each taking on the role of a different media outlet (e.g., traditional newspaper, TV news network, tabloid magazine). 3. "Report" on key moments of the trial, deciding what details to emphasize, how to present "facts," and	• Group collaboration • Effective "reporting" of the simulated event • Participation • Research • Public speaking • Reflection • Discussion

	what headlines/visuals to use, reflecting their assigned media type. 4. Present "reports" to the class, followed by a discussion on how different media framed the same "event." 5. Compose a written reflection about how different media skews events.	

Differentiation: Scaffolding, collaboration, graphic organizers, examples of each medium's reporting

Resources Provided:

- Fictional scenario
- Rubric
- Links to examples



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

Lesson Plan 3 Template					
Content Area:	Pop Culture	Lesson Title:	Is True Crime Ethical Entertainment?	Time Frame:	3 hours/3 days

Lesson Components

21st Century Themes

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

X Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Social Studies, Technology

Integration of Technology: Internet Resources, Archival footage

Equipment Needed: iPads, Newline board

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Research cases in which prominent roles were taken by online communities and citizen investigators in crime solving. • Evaluate these cases for their potential for misinformation, harassment, and interference • Maintain a journal reflecting on student's own consumption of true crime (including project research), emotional responses, and observations about possible desensitization or shifts in empathy.	Lesson Sequence 1. Read (edited) news stories of Magnotta and Watts cases. Track the involvement of ordinary people. Make note of misinformation, harassment, interference, misdirection, etc. due to public involvement. 2. Research other criminal cases that gained public following. Create a digital scrapbook about the public's involvement. 3. Maintain a journal to reflect on one's emotional responses and observations about empathy and desensitization.	• Active participation in class discussions • Scrapbook • Reflection journals

• Determine true crime is valid entertainment	4. Discuss if true crime should be labelled entertainment.	

Differentiation:
Graphic organizers, guided notes for note-taking; collaborative learning; models; rubrics; pre-selected cases, scrapbook template

Resources Provided:

- Archival footage
- Related news clips and articles
- Screenshots of "True Crime" podcast stats
- Rubric



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Lesson Reflection

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

Lesson Activities	Strongly	Moderately	Weakly
Are challenging **Strongly** and require higher order thinking and problem solving skills	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: ELA **Grade Level:** 9-12 **Unit Title:** The AudioVisual Age: Tabloid Culture, Celebrity Trials, & "True" Crime

Created: Alexis Mojka **Board Approved on:**



Unit Overview Template

Content Area:	Pop Culture	**Grade Level:**	9-12	**Unit Title:**	Gone Viral: Digital Media & Social Commentary

Unit Summary: This unit explores the impact of digital media and social platforms on journalism and popular culture from the 2000s to the present day. Students will investigate how the rise of social media has blurred the lines between news and entertainment, creating a 24-hour news stream. Students will examine potential ethical concerns when content is posted online. The unit will analyze the role of the influencer and what it means to "go viral." Additionally, students will debate how digital media and streaming apps have changed the consumption of sports. Through critical analysis of contemporary digital sources and collaborative activities, students will gain a better understanding of how algorithms influence their lives.

Primary Interdisciplinary Connections: Social Studies, 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 ***X*** Communication and Collaboration ***X*** Media Literacy

Unit Rationale: This unit demonstrates the evolution of American communication from print to digital. By examining how social and digital media affect our lives, students can gain a better understanding of how to approach content they encounter in their lives. They can become smarter media consumers who are able to differentiate between news and entertainment.

Career Readiness (Standard 9):

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resource

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

Learning Targets

Standards:	NJSLS ELA
Content Statements:	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling. (KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and comprehend more fully when reading or listening. (VI) Vocabulary Acquisition, Use, and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context. (CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (CI) Central Ideas and Themes of Texts: By the end of grade 12, determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text. (TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text. (MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words. (AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the

credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.

(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CPI#:	Cumulative Progress Indicator (CPI):
L.KL.9–10.2	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
RI.CR.9–10.1.	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.MF.9–10.6.	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.CR.11–12.1.	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.11–12.2.	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
RI.PP.11–12.5	Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RI.MF.11–12.6.	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

Unit Essential Questions:

- How has social media blurred the lines between news and entertainment?
- How do digital platforms and documentary journalism influence public understanding of complex issues and celebrity narratives?

Unit Enduring Understandings:

- This unit will explore how influencers impact trendsetting, consumerism, and celebrity.

- This unit will help students critically assess how digital media changes the perceived relationship between consumer and celebrity.
- This unit will analyze how digital platforms and social media have changed the speed and nature of news dissemination.

- **Unit Learning Targets:** Students will be able to explain the ways in which digital media influences their lives.

Evidence of Learning	
Summative Assessment:	20 days (4 weeks)
Equipment Needed:	iPads, Newline board, Laptop, Wi-Fi Connection, Internet Resources
Teacher Resources:	Streaming Apps/Websites

Formative Assessments:

- Participation
- Group work
- Research
- Presentation
- Reflective pieces



Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Rise of the Influencer	**4 hours/4 days**
Lesson 2 How Social Media Changed the Game	**4 hours/4 days**
Lesson 3 Gone Viral	**3 hours/3 days**

Teacher Notes:
Different examples can be used. Those listed are only suggestions.

Curriculum Development Resources/Technology Resources:
Click the links below to access additional resources used to design this unit:
http://youtube.com
http://tmz.com
http://netflix.com
https://www.scientificamerican.com/article/social-media-algorithms-warp-how-people-learn-from-each-other/
https://www.npr.org/2022/05/22/1080632810/tiktok-music-industry-gayle-abcdefu-sia-tai-verdes-celine-dion



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Lesson Plan 1 Template					
Content Area:	Pop Culture	Lesson Title:	Rise of the Influencer	Time Frame:	4 hours/4 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Marketing, Sociology, Filmmaking

Integration of Technology: Social Media, Internet Resources

Equipment Needed: iPads, Newline board,

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define influencer. • Explain how an influencer differs from a celebrity endorsement. • Choose one influencer and research their impact on trendsetting, consumerism, and celebrity.	Lesson Sequence 1. Discuss popular platforms and influencers. 2. Think-pair-share: List qualities that make an influencer successful. 3. Choose one influencer and create a short video describing their niche, audience, and business model.	• Participation • Influencer research • Influencer video

Differentiation:
Graphic organizers, collaborative learning; models; rubric; pre-selected resources, iMovie guide; marketing definition list

Resources Provided:
- iMovie guide
- Rubric

- Definition list



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Lesson Plan 2 Template					
Content Area:	Pop Culture	Lesson Title:	How Social Media Changed the Game	Time Frame:	4 hours/ 4 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Sports, Marketing

Integration of Technology: Internet Resources, Sports Media, Sports TV

Equipment Needed: iPads, Newline Boards

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify and explain at least three significant ways digital media has transformed sports consumption • Analyze how social media has altered the relationship between athletes, teams, and fans. • Critically assess the implications of increased digital engagement in sports for both fans and athletes. • Pitch a digital sports product.	Lesson Sequence 1. Think-pair-share: How do you consume sports media? 2. List streaming apps and channels where sports can be viewed. 3. Explain how social media has become part of the game and whether new forms of involvement have altered the game. 4. In small groups, brainstorm, design, and pitch an innovative digital sports product or feature. In a 3-minute pitch:	• Participation • Sports Product Design • Presentation

	a. Deliver a concise product concept description. b. List of key features tied to digital media concepts. c. Identification of target audience.	

Differentiation:
Collaborative learning; models; rubric; how-to guides; student choice; modifications as needed

Resources Provided:

- Montage of sports clips from live TV and social media
- A clip describing the benefits of watching sports on an app
- How-To: Marketing Pitch



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Lesson Plan 3 Template					
Content Area:	Pop Culture	Lesson Title:	Gone Viral	Time Frame:	3 hours/3 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: History, Sociology, Technology

Integration of Technology: Internet Resources, Databases, Social Media

Equipment Needed: iPads, Newline Board

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Analyze how digital platforms and social media have changed the speed and nature of news dissemination. • Evaluate the impact of a viral moment on public discourse and broadcast regulation. • Chart the fame of the viral moment	Lesson Sequence 1. Define "viral." 2. Brainstorm recent events that went "viral." 3. In small groups, choose one viral moment. Using credible sources, research its: a. News dissemination b. Impact on public discourse or regulations c. Using key metrics, chart the moment's fame in a "fame curve."	• Participation • Research Notes • Presentation

	d. Present your findings.	

Differentiation:
Collaborative learning; models; rubric; how-to guides; student choice; modifications as needed

Resources Provided:

- Rubric
- Key Questions to answer
- Cycle of a Trend terminology



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: ELA **Grade Level:** 9-12 **Unit Title:** Gone Viral: Digital Media & Social Commentary

Created: Alexis Mojka **Board Approved on:**

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

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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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/assignemt
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

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

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
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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/

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Supplemental Resources/Programming for Gifted Students

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- Challenging Units for Gifted Learners (ELA and Math)
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- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
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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.

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

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

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Resource Links
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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.

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