

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

Springfield Public Schools
Springfield, New Jersey 07081

Multimedia Storytelling

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

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Unit Overview Template

Content Area:	Multimedia Storytelling	**Grade Level:**	9-12	**Unit Title:**	Multimedia Storytelling & Podcasting

Unit Summary: Students will create a 2-3 episode podcast in small groups to practice collaborative learning and storytelling techniques. Students will have a chance to tell personal stories if desired, or they may research a topic of interest. Because writing for the ear differs from writing for the eye, students will be introduced to new writing techniques. Additionally, they will plan a podcast from its inception and realize that it is more than just speaking into a microphone.

Primary Interdisciplinary Connections: Technology, Public Speaking, ELA

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

Unit Rationale: This unit will introduce students to the art of audio storytelling and podcasting. It will analyze the elements of a good story and instruct students on how to transfer those components to multimedia.

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.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

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

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.

(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.

(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.

(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.
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.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.WP.9–10.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.WP.11–12.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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.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.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.
W.SE.9–10.6.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.SE.11–12.6.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
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.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.IT.9–10.3.	Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.IT.11–12.3.	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.PP. 9–10.5.	Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
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.
SL.PE.9–10 .1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.PE.11–1 2.1.	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.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.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.9–1 0.5.	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.UM.11–1 2.5.	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 makes a good story?
- What is multimedia storytelling?
- Why are podcasts so popular?
- What elements make a podcast successful?
- How does one produce a podcast?

Unit Enduring Understandings:

- Recognize the cultural impact of podcasting.
- Learn audio recording, scripting, and editing.
- Create a 2–3 episode podcast series on a theme of choice.
- Evaluate resources to determine credibility.

Unit Learning Targets:
Students will....

- Understand and apply the principles of storytelling and journalism.
- Use audio effectively to tell engaging stories.
- Plan, script, edit, and publish podcasts.
- Analyze and critique multimedia pieces for quality, bias, and impact.
- Work collaboratively and manage digital projects from start to finish.

Evidence of Learning

Summative Assessment: 25 days (5 weeks)

Equipment Needed: iPads, Laptop, Newline Board, access to streaming apps, microphones

Teacher Resources: Websites/Apps

Formative Assessments:

- Participation
- Reflections
- Project checkpoints
- Guided Notes
- Brainstorming
- PitchDeck
- Cover Art
- Presentation
- Script



Lesson Plans	
Lesson	**Time Frame**
Lesson 1 **Writing for the Ear**	**2 hours/2 days**
Lesson 2 **Podcast Blueprint/Pitch**	**5 hours/5 days**
Lesson 3 **Cover Art**	**3 hours/3 days**

Teacher Notes:
The Internet has many resources, including video guides for students.

Curriculum Development Resources/Technology Resources:
Click the links below to access additional resources used to design this unit:
http://radiohandbook.org/
https://www.voices.com/blog/podcast-intro-scripts/
https://guides.library.utoronto.ca/c.php?g=721294&p=5157328
https://www.nytimes.com/2018/04/19/learning/lesson-plans/project-audio-teaching-students-how-to-produce-their-own-podcasts.html
https://podcasters.radiopublic.com/start



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Lesson Plan 1 Template					
Content Area:	Multimedia Storytelling	Lesson Title:	Writing for the Ear	Time Frame:	2 hours/2 days

Lesson Components

21st Century Themes

X Global Awareness ☐ 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

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

Interdisciplinary Connections: Technology, Journalism

Integration of Technology: Internet Resources

Equipment Needed: iPads, Newline Board

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain the importance of voice, tone, and audience in storytelling. • Differentiate between writing for the ear vs. the eye. • Script a 1-minute "About Me" podcast intro	Lesson Sequence 1. Define the narrative terms: voice, tone, and audience and discuss their importance when crafting a story. 2. Read "Radio Diaries DIY Handbook" for Podcasting and take guided notes. 3. Practice rewriting speech for the eye. 4. Review sample podcast intro scripts. 5. Create a 1-minute "About Me" podcast intro.	• Participation • Guided Notes • Rewritten speech activity • Intro script

Differentiation:
Choice of topic; guided notes; intro template; models

Resources Provided:

- http://radiohandbook.org/
- https://www.voices.com/blog/podcast-intro-scripts/
- https://www.npr.org/sections/npr-training/2025/05/31/g-s1-66074/would-you-say-it-that-way-tips-on-writing-for-your-voice
- Guided Notes
- Intro template



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Lesson Plan 2 Template					
Content Area:	Multimedia Storytelling	Lesson Title:	The Podcast Blueprint/Pitch	Time Frame:	5 hours/5 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

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

Interdisciplinary Connections: Technology, Communications

Integration of Technology: Internet Resources, Podcasts

Equipment Needed: iPads, Newline Board, Streaming Apps

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Devise a name for their podcast. • Describe the project in a memorable sentence. • Define the intended audience. • Choose a format. • Consider how an audience would benefit from the podcast. • Outline a sample episode. • Engage the audience. • Develop marketing. • Speculate obstacles. • Design a PitchDeck and present.	Lesson Sequence 1. Students will complete a step-by-step blueprint for their podcast. 2. Each step is accompanied by examples, templates, and articles. 3. Once students create the blueprint, they formulate a PitchDeck to present to the class.	• Blueprint checkpoints • Participation • PitchDeck • Presentation
Differentiation:		

Choice of topic, templates, collaborative learning, models, scaffolding, graphic organizers, and modifications as needed.

Resources Provided:

- https://drive.google.com/file/d/1UZRjNva-XB7b_CNV5tZPiVC4dZNIEUbl/view
- https://docs.google.com/document/d/1NOEu3tfo2jWf7R3q3vh7i-dJ4gy-ExHvDSjE0CY1O98/edit?tab=t.0
- https://www.brafton.com/blog/video-marketing/types-of-podcasts/
- https://blog.pacific-content.com/the-art-and-science-of-naming-your-podcast/
- https://www.thepodcasthost.com/planning/podcast-names/
- https://www.thepodcasthost.com/promotion/podcast-pitch-deck/



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Lesson Plan 3 Template					
Content Area:	Multimedia Storytelling	Lesson Title:	Cover Art	Time Frame:	3 hours/3 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: Art, Graphic Design

Integration of Technology: Internet Resources, Podcasts

Equipment Needed: iPads, Newline Board, Streaming Apps

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Take guided notes on podcast cover art protocols. • Reflect on how well an established podcast's cover art represents the content. • Brainstorm and design cover art for their project.	Lesson Sequence • Read "New Research Reveals the Perfect Podcast Artwork Formula" by The Podcast Host and take guided notes • Browse Spotify/Apple Podcasts for visual examples. Choose one that stands out. Listen to an episode from that podcast. Compose a reflection piece about how the art represents the podcast's content. • Brainstorm ideas for cover art for their podcast.	• Participation • Reflection • Brainstorming • Cover art

	1. Design art for their podcast.	

Differentiation:
Guided notes, templates, examples, scaffolding, student choice, collaborative learning, use of digital tools, instruction guides

Resources Provided:

- https://www.thepodcasthost.com/promotion/how-to-create-your-podcast-logo-cover-art/
- https://www.thepodcasthost.com/promotion/podcast-artwork-formula/
- Canva
- Guided Notes



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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:** Multimedia Storytelling & Hearing Stories: Podcasting

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



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Unit Overview Template					
Content Area:	Multimedia Storytelling	**Grade Level:**	9-12	**Unit Title:**	Seeing Stories: Photojournalism

Unit Summary: This unit gives students an opportunity to work as a photojournalist. In addition to studying masterful photo essays, students will tell their own stories through images. They will practice composing, shooting, and editing images in order to arrange them to create meaning.

Primary Interdisciplinary Connections: Journalism, Photography

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

Unit Rationale: This unit introduces studies to the art of visual storytelling. Through photojournalism, students will gain an appreciation for the composition of an image. Furthermore, they will practice making connections to build a narrative. This is especially important in today's image-soaked media landscape.

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.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

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.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

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

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.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.

(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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

(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.

(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.
W.NW.9–10.3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
W.NW.11–12.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
W.WP.9–10.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.WP.11–12.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking

	and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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.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.
W.SE.9–10.6.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.SE.11–12.6.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
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.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.IT.9–10.3.	Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.IT.11–12.3.	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
RI.PP.9–10.5.	Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
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.

SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.PE.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.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.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.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.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:

- How can we tell stories through images?
- How can we capture, edit, and arrange photographs into a visual narrative?
- How does photojournalism reveal truth?
- What are the ethical considerations to consider when photographing people?

Unit Enduring Understandings:

- Learn the principles and value of strong visual storytelling.
- Understand ethical photojournalism.
- Engage in appropriate composition, lighting, and framing of subjects to capture meaning.
- Compose captions to generate emotion.
- Understand that essays do not have to be written.

Unit Learning Targets:

Students will....

- Understand and apply the principles of storytelling and journalism.
- Use photography and the written word effectively.
- Plan, script, edit, and publish multimedia stories.
- Analyze and critique multimedia pieces for quality, bias, and impact.
- Manage digital projects from start to finish.

Evidence of Learning

Summative Assessment: 20 days (4 weeks)

Equipment Needed: Laptop, iPads, Newline Board

Teacher Resources: Wifi, Internet resources

Formative Assessments:

- Participation
- Storyboard
- Guided Notes
- Check-ins
- Discussions



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Lesson Plans	
Lesson	**Time Frame**
Lesson 1 **Intro to Photojournalism**	**1 hours/1 days**
Lesson 2 **W. Eugene Smith & Reading Photographs**	**2 hours/2 days**
Lesson 3 **The Photo Essay**	**5 hours/5 days**
Teacher Notes: Preview photo essay content before sharing.	
Curriculum Development Resources/Technology Resources: *Click the links below to access additional resources used to design this unit:* https://nytlicensing.com/latest/marketing/what-is-photojournalism/ http://youtube.com https://pulitzercenter.org/ http://life.com	



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Lesson Plan 1 Template					
Content Area:	Multimedia Storytelling	Lesson Title:	Intro to Photojournalism	Time Frame:	1 hours/1 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

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

Interdisciplinary Connections: Photography, Art, History, Journalism

Integration of Technology: Internet Resources, Archived Photo Essays

Equipment Needed: iPads, Newline Board

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define photojournalism. • Identify famous photojournalists. • Describe the history of photojournalism. • Compare topics within photo essays.	Lesson Sequence 1. Students will read articles, view photo essays, and respond to questions to gather the necessary background information on the genre. 2. Discuss the purpose of photojournalism and how a single image can have power.	• Participation • Discussion • Responses

Differentiation:
Sentence starters, tiered text, student choice

Resources Provided:

- https://www.theartstory.org/movement/photojournalism/
- https://www.adobe.com/creativecloud/photography/type/photojournalism.html
- https://shorthand.com/the-craft/immersive-photo-essays/index.html

- https://en.wikipedia.org/wiki/Photojournalism



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Lesson Plan 2 Template					
Content Area:	Multimedia Storytelling	Lesson Title:	W. Eugene Smith: Reading Photographs	Time Frame:	2 hours/2 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 ☐ Communication and Collaboration X Media Literacy X ICT Literacy

Interdisciplinary Connections: Photography, Journalism, History

Integration of Technology: Internet Resources, Archival Images

Equipment Needed: iPads, Newline Board

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Take guided notes on the language of photography. • Reflect on what makes famous photographs effective. • Comprehend rules about framing, lines, rule of thirds, group shots, contrast, angles, setting, shot size, etc. • Explain why W. Eugene Smith is one of the greatest photojournalists. • Evaluate Smith's photo essay for structure and style.	Lesson Sequence 1. View and take guided notes on the language of photography. 2. Analyze photographs for their use of these techniques. 3. Watch a short chronicle of Smith's career. 4. Evaluate Smith's photo essay, "The Country Doctor," for structure and style.	• Guided Notes • Participation • Analysis • Evaluation and reflection

Differentiation:
Guided notes, examples, video transcript, collaborative learning

Resources Provided:

- https://www.youtube.com/watch?v=5bIudVlWo4U
- https://www.life.com/history/w-eugene-smiths-landmark-photo-essay-country-doctor/
- https://technicallyfunctional.org/2022/03/14/photo-composition-part-1-rule-of-thirds-and-shot-size/
- Guided Notes
- Copy of "Language of Photography" PowerPoint



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Lesson Plan 3 Template					
Content Area:	Multimedia Storytelling	Lesson Title:	The Photo Essay	Time Frame:	5 hours/5 days

Lesson Components

21st Century Themes

X Global Awareness ☐ 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

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

Interdisciplinary Connections: Photography, Journalism, Sociology

Integration of Technology: Internet Resources, Cameras, Editing Software

Equipment Needed: iPads, Newline Board, Macbooks, Cameras

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a photo essay for a topic of choice. • Compose a thesis to guide the images. • Organize photos to tell a story. • Write captions to elaborate on connections. • Conclude the essay	Lesson Sequence 1. Brainstorm ideas. 2. Storyboard potential images. 3. Compose a thesis statement. 4. Take photographs and edit. 5. Select photographs and arrange them into a narrative arc. 6. Compose captions to highlight connections. 7. Write a concluding sentence. 8. Present the essay.	• Brainstorming • Storyboard • Project Check-ins • Captions • Thesis • Conclusion • Presentation

Differentiation:
Student choice, models, scaffolding, graphic organizers/storyboards, project chunking, conferencing

Resources Provided:

- https://www.mechanicallandscapes.com/articles/2016/10/10/the-life-magazine-formula-for-visual-variety-in-the-photo-essay
- Storyboard
- https://sites.bu.edu/dme/photo-essay-grading-rubric/
- https://www.colorado.edu/ptea-curriculum/sites/default/files/attached-files/3.11_assessment.pdf
- Storyboard



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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:**	Unit 2: Seeing Stories: Photojournalism
Created:	Alexis Mojka	**Board Approved on:**			



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Unit Overview Template					
Content Area:	Multimedia Storytelling	**Grade Level:**	9-12	**Unit Title:**	Watching Stories: Investigative Documentary Journalism

Unit Summary: This unit begins with a review of research skills and then introduces new resources and means of investigation and fact-checking. In this hands-on unit, students will choose a topic, research, analyze data, interview sources, organize information, compose a script, storyboard and film. Incorporating documentary filmmaking to perpetuate interest and creativity.

Primary Interdisciplinary Connections: ELA, Civics

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

Unit Rationale: This unit gives students an opportunity to practice their research skills while investigating a topic of interest. Because the purpose is discovery, students should maintain curiosity throughout the investigation. Through documentary filmmaking, students will turn the collected data into visual and representations that are capable of reaching new audiences.

Career Readiness (Standard 9): NJSLS 9.4

Learning Targets	
Standards:	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.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice 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.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources 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.8: Evaluate media sources for point of view, bias, and motivations 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change 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
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. (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.

(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.

(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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

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

(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. (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.
W.AW.9–10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
W.AW.11–12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.WP.9–10.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.WP.11–12.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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.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.
W.SE.9–10.6.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.SE.11–12.6.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
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.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.IT.9–10.3.	Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.IT.11–12.3.	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.PP.9–10.5.	Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
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.
SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.PE.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.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.ES.9–10.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
SL.ES.9–10.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used
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.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.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 the purpose and power of investigative journalism?
- How do documentaries use rhetoric to present facts and/or bias?
- How can we create a final multimedia investigative story?

Unit Enduring Understandings:

- Understand the role of investigative journalism in society.
- Learn research methods, sourcing, and data verification
- Analyze public records and documents
- Comprehend the Importance of transparency and accountability
- Create a personal code of ethics for investigative reporting.

Unit Learning Targets:

Students will....

- Understand and apply the principles of storytelling and journalism.
- Use audio and video effectively.
- Plan, script, edit, and publish multimedia stories.
- Analyze and critique multimedia pieces for quality, bias, and impact.
- Work collaboratively and manage digital projects from start to finish.



Evidence of Learning
Summative Assessment: 25 days (5 weeks)
Equipment Needed: iPads, Laptops, Wifi, cameras
Teacher Resources: Teacher-created, laptop, Newline Board
Formative Assessments: • Participation • Reflection • Check-ins • Analysis • Storyboards • Responses



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Lesson Plans	
Lesson	**Time Frame**
Lesson 1 **Truth Detectives**	**3 hours/3 days**
Lesson 2 **AI-Powered Investigations**	**2 hours/2 days**
Lesson 3 **Investigative Documentary**	**5 hours/5 days**
Teacher Notes: Preview media	
Curriculum Development Resources/Technology Resources: *Click the links below to access additional resources used to design this unit:* https://mediahelpingmedia.org/lessons/lesson-ai-powered-investigations/	



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Lesson Plan 1 Template					
Content Area:	Multimedia Storytelling	Lesson Title:	Truth Detectives	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

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

Interdisciplinary Connections: Civics, Psychology

Integration of Technology: Government/political websites

Equipment Needed: iPads, Newline board

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explore some basic research techniques from Investigative Reporters & Editors • Explore FOIA.gov • Gather evidence using IRE and FOIA • Fact-check statements • Brainstorming specific questions • Identifying potential sources of information • Formulating mock FOIA requests • Search for 'public information' online related to your mystery • Prepare a presentation	Lesson Sequence 1. Present students with a case file and discuss initial reactions and leads. 2. Explore research techniques from the IRE a. Summarize 3-5 key "basic research techniques" they think would be most useful for their mystery. b. Share out. 3. Explore FOIA.gov and note the type of info available. 4. Implement fact-checking websites to check info related to the case.	• Participation • Discussion • Responses • Presentation • Check-ins

	5. Investigate and prepare a briefing that includes: a. hypothesis b. key evidence c. conflicting info d. next steps e. specific examples of how research techniques were used.	

Differentiation:
Collaborative learning, graphic organizers, extra time, modifications as needed.

Resources Provided:

- Case Study
- Investigative Toolkit Checklist
- Guiding Questions



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Lesson Plan 2 Template					
Content Area:	Multimedia Storytelling	Lesson Title:	AI-Powered Investigations	Time Frame:	2 hours/2 days

Lesson Components

21st Century Themes

X 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: Civics, Technology, Ethics

Integration of Technology: Internet Resources, Artificial Intelligence

Equipment Needed: iPads, Newline Board

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Evaluate the effectiveness of AI tools in enhancing investigative journalism • Analyze case studies and identify patterns, trends, and anomalies in datasets. • Assess the ethical implications of AI usage in journalism, ensuring transparency and human oversight.	Lesson Sequence 1. Watch a short video clip of investigative journalism and discuss: "What do you notice? What do you wonder?" a. Share out b. Lead towards the role of technology 2. Guided note overview of how AI is transforming investigative journalism. 3. **Think, Pair, Share:** A collaborative analysis of AI's role in investigative journalism	• Discussion • Responses • Participation • Guided Notes • Case study analysis • Reflection

	4. **Dataset analysis:** a. Use AI tools to identify patterns, trends, or anomalies within a dataset. b. Document their findings and reflect on AI's role in enhancing their analysis. 5. **Case study evaluation:** a. Evaluate the effectiveness of AI tools in a case study investigation, focusing on data analysis, pattern recognition, and ethical considerations. 6. **Reflection:** a. Write a brief reflection on how AI can transform investigative journalism, considering both the benefits and ethical challenges.	

Differentiation:
Guided Notes, collaborative learning, modifications as needed

Resources Provided:
- Guided notes
- Case study
- Video Clip



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Lesson Plan 3 Template					
Content Area:	Multimedia Storytelling	Lesson Title:	Investigative Documentary	Time Frame:	5 hours/5 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: Film, Public Speaking, Journalism, Ethics

Integration of Technology: iMovie or CapCut

Equipment Needed: iPads, Laptops, Cameras

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Brainstorm and narratively structure an investigative documentary. • Write a working script or narration outline • Plan, shoot, and edit a short-form investigative documentary	Lesson Sequence 1. Once students have completed the initial research, they will brainstorm and storyboard an investigative documentary for the topic. 2. Write a working script or a narration outline. 3. Plan, shoot, and edit the documentary. 4. Present during a class film festival. 5. Speak about the significance of the topic	• Brainstorming • Storyboard • Script/Outline • Raw footage • Presentation • Reflection

	and what info investigation yielded.	

Differentiation:
How-to guides, collaborative learning, choice of topic, conferencing, storyboards, models, modifications as needed.

Resources Provided:

- How-To Guides
- Storyboards
- Templates



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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:**	Watching Stories: Investigative Journalism
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



SPRINGFIELD PUBLIC SCHOOLS

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

Accommodations and Modifications for ESL Students

Give tests orally
Give instructions/directions in writing and orally
Assign a peer tutor, same language or English speaking
Allow use of bilingual/translation dictionary
Provide summaries of text or study guides of particular chapters
Allow errors in speaking
Allow errors in writing
Accept writing in first language
Highlight key vocabulary
Reduce amount of work required
Assess comprehension through demonstration or other alternative means (gestures, drawings)
Rephrase questions, directions, and explanations
Reduce multiple choices on assessments
Provide study guides and/ or outlines
Shorten reading assignments
Allow extended time for test/project completion
Use of audio books
Use of graphic organizers
Use reduced text, so that print is not dense
Use visuals/pictures throughout lesson/unit/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

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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
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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.

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