



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

Springfield Public Schools
Springfield, New Jersey 07081

Creative Writing & Poetry

Curriculum Guide

2024

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

*Springfield Board of Education
Approved on July 29, 2024*

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

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

Resolution: 28

Introduced By: Mrs. Saha

Seconded By: Mrs. Turnbull

Adopted: July 29, 2024

Curriculum Adoption

To approve the following curriculum and courses for the 2024-2025 school year:

a. ELA Courses - Revised to reflect the updated NJSL-ELA standards

- Grades Kindergarten-5 English Language Arts
- Grades 6-8 Communication Arts
- English I
- English II
- English III
- English IV
- DCA Freshman English
- AP English 3 Language and Composition
- AP English 4 Literature and Composition
- Senior Seminar

b. Middle School ELA Elective Courses

- Drama I and II
- Creative Writing
- Journalism-Grade 7

c. High School ELA Elective Courses

- Creative Writing and Poetry
- Drama I
- Film as Literature
- Journalism - High School
- Yearbook
- Tomorrow's Teachers

d. ESL (K-12)

- Elementary ESL
- Middle/High School ESL

e. Middle and High School World Language Curriculum

- French 1
- French 2
- French 3
- French 4
- Spanish 1
- Spanish 2
- Spanish 3
- Spanish 4

f. Florence M Gaudineer Program of Studies

Michelle Calas, School Business Administrator/Board Secretary

(continued)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 29, 2024 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 30th day of July 2024.

SEAL

A handwritten signature in black ink, appearing to read 'M. Calas', is written over a horizontal line.

Michelle Calas
School Business Administrator/ Board Secretary



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

Springfield Public Schools Springfield, New Jersey

**Dr. Rachel Goldberg, Ed.D.
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

Norman Francis, Jr., Ed.D.- Principal

Candice Schiano- Supervisor of Humanities

Susan Breen- Teacher

Kerry Thorburn - Teacher



Unit Overview Template

Content Area:	English	Grade Level:	11-12	Unit Title:	Fiction
Unit Summary: In this unit, students will be examining fictional structures, developing narrative skills, and reimagining a fictional story from the antagonist's perspective.					
Primary Interdisciplinary Connections: Social Studies, Art, Film					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: This unit will challenge students to analyze several well-known short stories and apply knowledge of conventions learned to their own writing.					
Career Readiness (Standard 9): Creativity and Innovation; Critical Thinking and Problem-solving					

Learning Targets

Standards:	Standards: NJSLS Language, Reading, Writing, Speaking and Listening, Technology, Social Emotional Learning and 21st Century Skills.
Anchor Standards:	Language. (SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling. Language. (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. Language. (VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word-solving strategies, and consulting general and specialized reference materials, as appropriate. Language. (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. Reading. (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. Reading. (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.



Reading. (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.

Reading (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.

Writing. (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.

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

Writing. (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.

Speaking and Listening. (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.

Speaking and Listening. (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.

SEL: Self Awareness and Social Awareness

CPI#:	Cumulative Progress Indicator (CPI):
L.SS.11-12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
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.
L.VL.11-12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.11-12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
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.



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.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
SEL.PK-12.1.3	Recognize one’s personal traits, strengths, and limitations.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.

Unit Essential Questions:

- How are fictional stories structured?
- What is the difference between a protagonist and antagonist?
- What are the four types of conflict?
- How does an author use pacing to create suspense?

Unit Enduring Understandings:

- Fictional writing can follow a structured model.
- Fictional writing contains main characters and minor characters that affect the plot and have different levels of development.
- Writing is a process that involves editing and revision.
- Analyzing an author's motivation can lead one to a fictional story's overall meaning.

Unit Learning Targets:

Students will be able to analyze the impact of an author's choices regarding how to develop and relate elements of a story and use narrative techniques, such as dialogue, pacing, and reflection to develop experiences, events, and characters.



Evidence of Learning

Summative Assessment:	Upon completion of this unit, students will be able to identify the structure of fictional writing, write their own original fictional pieces, and revise and edit them. They will demonstrate their knowledge by submitting final drafts and completing a project.
Equipment Needed:	Laptops, iMovie, Garageband, journal
Teacher Resources:	Laptops, James Thurber's "The Secret Life of Walter Mitty"

Formative Assessments:

- daily journals
- blogs
- rough draft of short story
- quizzes
- discussion of short stories
- Do Now
- peer editing forms
- comprehension questions
- exit cards
- reflection essay
- timed writing



Lesson Plans

Lesson	Time Frame
Lesson 1 Writing From Perspective: "The Secret Life of Walter Mitty"	42 minutes per day/2 days
Lesson 2 Create a Story from Random Elements	42 minutes per day/2 days
Lesson 3 Reverse the Protagonist and Antagonist in a Fairy Tale	42 minutes per day/5 days

Teacher Notes: James Thurber's "The Secret Life of Walter Mitty" serves as a model for structure, organization, and pacing. For lesson three, provide students with a copy of the children's novel "The Real Story of the Three Little Pigs" by Jon Scieszka, as an example.

Curriculum Development Resources/Technology Resources:

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

www.readwritethink.org/files/resources/lesson.../PlotStructure.pps

<http://www.newyorker.com/magazine/1939/03/18/the-secret-life-of-walter-james-thurber>

<http://www.ivyjoy.com/fables/>

<http://fictionwriting.about.com/od/crafttechnique/tp/dialogue.htm>



Lesson Plan 1 Template

Content Area: English	Lesson Title: Writing From Perspective: "The Secret Life of Walter Mitty"	Time Frame: 42 minutes per day/2 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies

Integration of Technology: Google Docs, Oncourse

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the impact of the author's choices regarding how to develop and relate elements of a story - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one point of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events - Evaluate the protagonist's character traits	Lesson Sequence: - Complete the Do Now entry in the journal: What is an adventure that you always wanted to participate in? - Log onto Oncourse and download "The Secret Life of Walter Mitty" - Read the fictional story out loud, while discussing narrative techniques; students will take notes on Walter's character traits. - Review follow-up assignment: Students will independently fictionalize a continuation of the story by making up another daydream for Walter - Students will post their follow-up assignment in a	- Do Now - Discussion - Character Traits Worksheet - Rough Draft - Final Draft



- Utilize technology to share writing and assist in the editing process
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters

- Google Docs, where it will be edited, based on guidelines, by their peer
6. Students will turn in a final draft of their narrative piece.

Differentiation:

Students having difficulty with the text can listen to an audio version of the story available on YouTube.

Resources Provided:

- "The Secret Life of Walter Mitty" by James Thurber
- Character Traits Worksheet
- Directions to Follow-Up Narrative Writing Assignment
- Peer Editing Guidelines



Lesson Plan 2 Template			
Content Area:	English	Lesson Title:	Create a Story From Random Elements
		Time Frame:	42 minutes
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Social Studies			
Integration of Technology: Students may use technology to search for interesting settings and scenarios.			
Equipment Needed: Laptops, nine pieces of scrap paper per student			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Strengthen ability to write detailed descriptions of fictional settings - Create a fictional character, including name and age, and provide a short biographical sketch of the character - Establish and maintain a style appropriate to the audience and purpose - Develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences	Lesson Sequence: - Distribute nine pieces of scrap paper per student. - Ask students to invent three settings and write each on a piece of paper along with a brief description. Students will do the same for characters and events. - Students will put their scrap paper into three bags labeled Settings, Characters, and Events. Each student will take one piece of paper from each bag. - Students will write a first draft of a short story using the elements they chose randomly. - Students will work with a partner to peer edit their first	- The written description of the setting - Biographical sketch of characters - List of events - Rough draft of a short story using random elements - Completed peer editing handout



- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole

drafts and will turn in a revised and edited final draft.

Differentiation:

Students with special needs will be provided extended time to complete their fictional stories.

Resources Provided:

- Scrap Paper and Paper Bags
- Laptops
- Narrative Techniques Handout
- Peer Editing Handout
- Link to Dialogue Usage Site



Lesson Plan 3 Template			
Content Area:	English	Lesson Title:	Reverse the Protagonist and Antagonist in a Fairy Tale
		Time Frame:	42 minutes/2 days
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Social Studies			
Integration of Technology: iMovie			
Equipment Needed: Laptops			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual - Analyze stories for structure and organization - Identify and reverse the protagonist and antagonist in the story - Create an original fiction piece from the point of view of the antagonist	Lesson Sequence: - Students will log onto Oncourse, download and read "The Real Story of the Three Little Pigs" - Discuss narrative techniques used, and what parts of the original story were told from a different perspective - In groups, students will write a famous fairy tale from the antagonist's perspective - Using iMovie, students will include visuals and recorded narratives to tell their fictional story - Students will present their completed iMovie projects to the class	- Storyboard - Rough draft of stories - Completed Peer Editing Worksheets - Presentations - Presentation Evaluations



- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
- Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience

Differentiation:

Mini-lessons will be provided on storyboarding, voice recording on iMovie, and editing on iMovie.

Resources Provided:

- "The Real Story of the Three Little Pigs," by Jon Scieszka
- iMovie How-To-Sheet
- Peer Editing Worksheets
- Presentation Evaluation Guide



Lesson Reflection

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

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

Curriculum Design Template

Content Area: English	Grade Level: 11-12	Unit Title: Creative Writing and Poetry
Created: Kerry Thorburn	Board Approved on:	



Unit Overview Template

Content Area:	English	Grade Level:	11-12	Unit Title:	Poetry
Unit Summary: In this unit, students will be reading and writing various forms of poetry.					
Primary Interdisciplinary Connections: Social Studies, Art, Film					
<u>21st Century Themes</u> ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy					
☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy					
Unit Rationale:	This unit will serve as an overview of various types of poetry, as well as expose students to well-known poets from around the globe. Students will gain insight into the English language by carefully analyzing different works and will apply the knowledge gained by creating several of their own poems.				
Career Readiness (Standard 9): Creativity and Innovation: TECH.9.4.12.CI.3					

Learning Targets

Standards:	Standards: NJSLS Language, Reading, Writing, Speaking and Listening, Technology, Social Emotional Learning and 21st Century Skills.
Anchor Standards:	Language. (SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling. Language. (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. Language. (VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate. Language. (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. Reading. (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. Reading. (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.



Reading. (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.

Reading (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.

Writing. (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.

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

Writing. (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.

Speaking and Listening. (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.

Speaking and Listening. (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.

Speaking and Listening. (AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SEL: Self-Awareness

CPI#:	Cumulative Progress Indicator (CPI):
L.SS.11-12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
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.
L.VL.11-12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.



L.VI.11-12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
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.
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.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
SEL.PK-12.1.1	Recognize one’s feelings and thoughts.
Unit Essential Questions: • What is poetry? • What are the speaker's motivations in the poems studied? • How does one publish a poem using technology in the 21st Century? • How can one express oneself through poetry?	
Unit Enduring Understandings: • Poetry takes many forms and can be identified by stylistic use of language. • Terms such as meter, rhyme scheme, stanza, tone, and mood can help one to comprehend complicated language. • The Internet is a modern forum for the discussion and creation of poetry. • Poetry can be used to express one's feelings about various issues.	
Unit Learning Targets: Students will be able to write their own poems, read and analyze poetry, and provide constructive feedback to their peers.	



Evidence of Learning

Summative Assessment: Upon completion of this unit, students will be able to identify various forms of poetry, write their own original poetry, and identify types of figurative language. They will demonstrate their knowledge by creating a poetry portfolio and completing a test on poetry.

Equipment Needed: Laptops, writing journal, pens, pencils

Teacher Resources: Laptops, copies of poems, overhead projector, DVD player

Formative Assessments:

- daily journals
- online discussion board
- quizzes
- discussion of poems
- teaching poetry project
- Do Now
- peer editing forms
- comprehension questions
- exit cards
- reflection essay
- timed writing



Lesson Plans

Lesson	Time Frame
Lesson 1 Change the Ending	42 minutes/1 day
Lesson 2 Teaching Poetry	42 minutes per day/7 days
Lesson 3 Paintings and Poetry	42 minutes per day/2 days
Teacher Notes: Access to resources, including the poem used, can be found at the websites provided.	

<https://www.poets.org/poetsorg/poem/casey-bat>

<http://www.poetry-portal.com/styles2.html>type URL here

<http://www.poetry.org/famous.htm>

<http://www.creative-writing-now.com/rhyme-schemes.html>



Lesson Plan 1 Template

Content Area: English Lesson Title: Change the Ending Time Frame: 42 minutes

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies

Integration of Technology: Oncourse; Word

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define the term "narrative poetry" - Determine the central idea of a poem and analyze how it is developed and refined by specific details - Establish and maintain a style and tone appropriate to the audience and purpose - Use narrative techniques, such as dialogue, pacing, description, or reflection - Utilize "Rhyme-Zone" to assist in developing pieces through the use of rhyme schemes	Lesson Sequence: - Review the term "narrative poetry" - Students will log onto Oncourse, download, and read "Casey At The Bat" - Review assignment, "Change the Ending" - Students will write their own narrative poem, which will be an alternate ending to "Casey at the Bat" - Students will share their poems with the class	- Do Now - Discussion - Evaluation of "Casey At the Bat" - Narrative Techniques Worksheet "Change the Ending" Assignment
Differentiation: Students struggling with writing their own poetry will be given a list of websites that can assist them with narrative techniques and rhyming, including rhymezone.com.		



Resources Provided:

- "Casey at the Bat" by Ernest Lawrence Thayer
- Narrative Techniques Worksheet
- "Change the Ending" Handout
- Examples of Previous Student Work



Lesson Plan 2 Template

Content Area: English Lesson Title: Teaching Poetry Time Frame: 42 minutes per day/7 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies

Integration of Technology: Keynote, PowerPoint or Google Slides, Prezi

Equipment Needed: Laptops, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Cite strong and thorough textual evidence and make relevant connections to support analysis of what the poem says explicitly ● Determine the meaning of words and phrases as they are used in a poem ● Make strategic use of digital media in presentations to enhance findings, reasoning, and evidence and to add interest ● Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify personal views	Lesson Sequence 1. Divide students into groups of four. 2. Students will develop a twenty-minutep lesson on the poetic style they're assigned. Groups also must provide a sample of their type of poem and explain why they chose that particular poem. 3. Review presentation rubric. 4. Assist students with online resources, creating visuals, and developing lessons. 5. During presentations, students will complete a peer evaluation rubric.	● Journal Entry ● Discussion ● Outline ● Presentations ● Peer Evaluation Rubric



- Present information, findings, and supporting evidence clearly, concisely, and logically

Differentiation:

Students will be placed into mixed skills groups. The teacher will circulate the room to assist struggling students.

Resources Provided:

- "Teaching Poetry" Directions
- "Teaching Poetry" Rubric
- Creating a Presentation How-To-Sheet
- Peer Evaluation Rubric



Lesson Plan 3 Template

Content Area: English Lesson Title: Paintings and Poetry Time Frame: 42 minutes per day/2 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies, Art

Integration of Technology: Students will be using laptops to search museum websites and print out images of paintings. They will then combine these images with an original poem to create a visually appealing, professional-looking, finished product.

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the historical connections between various art forms including writing and painting, and how the two have influenced each other - Establish and maintain a style and tone appropriate to the audience and purpose - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole - Use precise words and phrases, telling details, and sensory language to convey a	Lesson Sequence: - Students will log onto Oncourse, and download the assignment "Paintings and Poetry." - Discuss the requirements for the assignment. The poem must be at least fourteen lines long and contain a rhyme scheme. The poem must also include a metaphor, simile, and alliteration. - Students will provide at least one paragraph of historical information about the painting, painter, and subject. - Students will write a rough draft of a poem inspired by	- Discussion - Paragraph response about the historical significance of the painting - Rough draft of poem - A final draft of poem - Presentation



vivid picture of the experiences, events, setting, and characters

- Develop and strengthen writing as needed by planning, revising, editing, and rewriting

the painting; to be edited by their peers.

5. Students will complete a final draft of a poem inspired by their selected painting.
6. Students will present their poems to their class while displaying the painting.

Differentiation:

Students will choose their own paintings and topics for their poems.

Resources Provided:

- "Paintings and Poetry" directions
- List of websites connecting students to famous pieces of art
- Peer Evaluation Rubric
- Presentation Rubric



Lesson Reflection

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

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

Curriculum Design Template

Content Area: English	Grade Level: 11-12	Unit Title: Creative Writing and Poetry
Created: Kerry Thorburn	Board Approved on:	



Unit Overview Template

Content Area:	English	Grade Level:	11-12	Unit Title:	Nonfiction
Unit Summary: In this unit, students will be examining non-fiction writing, completing various non-fiction writing exercises and creating a project in which they reflect on song lyrics they have a personal connection to.					
Primary Interdisciplinary Connections: Social Studies, Art					
21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: This unit will challenge students to identify writing techniques in non-fiction and apply those techniques to their own writing.					
Career Readiness (Standard 9): Creativity and Innovation & Critical Thinking and Problem Solving TECH.9.4.12.CI.1, TECH.9.4.12.CI.2 & TECH.9.4.12.CT.2					

Learning Targets

Standards:	Standards: NJSLS Language, Reading, Writing, Speaking and Listening, Technology, Social Emotional Learning and 21st Century Skills.
Anchor Standards:	Language. (SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling. Language. (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. Language. (VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word-solving strategies, and consulting general and specialized reference materials, as appropriate. Language. (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. Reading. (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.



Reading. (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.

Reading. (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.

Reading (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.

Reading. (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.

Writing. (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.

Writing. (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.

Writing. (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.

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

Writing. (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.

Speaking and Listening. (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.

Speaking and Listening. (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.

SEL: Self Awareness and Social Awareness



CPI#:	Cumulative Progress Indicator (CPI):
L.SS.11-12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
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
L.VL.11-12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.11-12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
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.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.NW.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
Unit Essential Questions: • What narrative techniques are used in non-fiction? • Why are descriptive details essential in non-fiction? • How does one identify a writer's purpose? • What purpose does non-fiction writing serve?	
Unit Enduring Understandings:	



- Dialogue, pacing, description, and reflection are all narrative techniques used in nonfiction writing.
- Descriptive details are essential in nonfiction writing, in order to help the reader paint the picture.
- One can identify a writer's purpose through critical thinking and analysis.
- Non-fiction serves to make human connections and challenge us to evaluate our perspectives on the world around us.

Unit Learning Targets:

Students will be able to write and analyze non-fiction pieces, evaluate their purposes, and write their own non-fiction pieces, using the techniques reviewed.



Evidence of Learning

Summative Assessment: Upon completion of this unit, students will be able to write and analyze non-fiction pieces and evaluate their purposes, and write their own non-fiction pieces, using the techniques reviewed.

Equipment Needed: Laptops, journals

Teacher Resources: Laptops, Oncourse

Formative Assessments:

- daily journals
- blogs
- rough draft of short story
- quizzes
- discussion of short stories
- Do Now
- peer editing forms
- comprehension questions
- exit cards
- reflection essay
- timed writing



Lesson Plans

Lesson	Time Frame
Lesson 1 Neighbor of Mine	42 minutes/1 day
Lesson 2 Single Room, Earth View	42 minutes/1 day
Lesson 3 Soundtrack to My Life	42 minutes per day/5 days

Teacher Notes:

All texts are available online

Curriculum Development Resources/Technology Resources:

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

<http://cdi.uvm.edu/findingaids/collection/fisherdc.ead.xml§ion=Articles%20and%20Stories>

<http://www.airspacemag.com/space/single-room-earth-view-5940961/>

<http://www.hemingwayapp.com>

<http://www.writersdigest.com/online-editor/25-tips-to-make-you-a-better-nonfiction-writer>



Lesson Plan 1 Template

Content Area: **English** Lesson Title: **Neighbor of Mine** Time Frame: **42 minutes**

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies

Integration of Technology: Oncourse, Hemingway Editor

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Evaluate the differences between expectations and reality - Determine a theme or central idea of a text and analyze in detail its development - Engage and orient the reader by setting out a problem, situation, or observation - Use techniques such as dialogue, pacing, description, and reflection - Develop and strengthen writing as needed by planning, revising, and editing	Lesson Sequence: - Students will complete journal entries in their do now notebooks: Have you ever met anyone famous? What assumptions did you make about their personality? Did they meet your expectations? - Students will log onto Oncourse and download "Neighbor of Mine" by Dorothy Canfield - Read the non-fiction piece aloud. - Students will complete the non-fiction techniques worksheet. - Students will write a short non-fiction piece, using those same techniques.	- Do Now Response - Discussion - Non-fiction Techniques Worksheet - Non-Fiction Piece Rough Draft - Non-Fiction Piece Final Draft



- | | | |
|--|--|--|
| | 6. Students will upload their piece to Hemingway editor, and evaluate the suggestions. | |
|--|--|--|

Differentiation:

Students struggling with comprehension and analysis of the text will be given a bullet-pointed list of the narrative techniques used, with specific descriptions of those techniques.

Resources Provided:

- "Neighbor of Mine" by Dorothy Canfield
- Non-fiction Techniques Worksheet
- Non-fiction Writing Piece Directions
- Hemingway Editor



Lesson Plan 2 Template

Content Area: English Lesson Title: Single Room, Earth View Time Frame: 42 minutes

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Science

Integration of Technology: Oncourse

Equipment Needed: Laptops, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Determine why descriptive details are essential in nonfiction writing - Evaluate a non-fiction writer's purpose through critical thinking and analysis - Determine the meaning of words and phrases as they are used in the text - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole - Use narrative techniques, such as dialogue, pacing, description, and reflection	Lesson Sequence: - Students will complete a Do Now entry in journals: Why are descriptive details important in nonfiction writing? To be discussed. - Students will log onto Oncourse and download "Single Room, Earth View" by Sally Ride. - Read the non-fiction piece aloud, while completing the descriptive details worksheet. - Students will write a short, descriptive piece on an item in the room. - Students will present their short, descriptive pieces, and the rest of the class will have to guess what they wrote about.	- Do Now Journal Entry - Discussion - Descriptive Details Worksheet - Short, Descriptive Piece - Presentation



Differentiation:

If students are struggling with determining what to write about, it can be assigned.

Resources Provided:

- "Single Room, Earth View" by Sally Ride
- Descriptive Details Worksheet
- Short, Descriptive Piece Directions
- Presentation Rubric



Lesson Plan 3 Template

Content Area: English Lesson Title: Soundtrack to My Life Time Frame: 42 minutes per day/5 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

Integration of Technology: Oncourse, iTunes

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English - Use narrative techniques, such as dialogue, pacing, description, reflection - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole	Lesson Sequence: - Students will complete a do now entry in their journals: Has music ever inspired you? How so? To be discussed. - Students will log onto Oncourse, download, and review the "Soundtrack to My Life" project. - Using iTunes, students will search for ten songs that have had some form of impact on their lives. - For each of the ten songs, students will write a short, non-fiction piece, describing, in detail, the significance of the song. - Students will present their completed projects to the class.	- Do Now Journal Entry - Discussion - Non-Fiction Short Pieces - Project - Presentation



- Present information, findings, and supporting evidence clearly, concisely, and logically

Differentiation:

Some students will only have to reflect on five songs, instead of ten, therefore only writing five non-fiction pieces.

Resources Provided:

- "Soundtrack to My Life" Directions
- Non-Fiction Writing Tips Worksheet
- Project Rubric
- Presentation Rubric



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

Curriculum Design Template

Content Area: English	Grade Level: 11-12	Unit Title: Nonfiction
Created: Kerry Thorburn	Board Approved on:	



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Accommodations and Modifications for ESL Students

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

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

Mission Statement

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

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

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

Goals:

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

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

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

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

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

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

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

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

Procedures

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

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

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

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

Resource Links

https://riversideinsights.com/cognitive_abilities_test

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

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

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

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

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

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

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

NJDOE Fast Facts

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

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

Math/ELA

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

STEM

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

Enrichment Events

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