



Springfield Public Schools
Springfield, New Jersey 07081

Film as Literature

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

139 Mountain Avenue, Springfield, NJ 07081 • mcalas@springfieldschools.com • 973.376.1025

(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
Springfield, New Jersey**

**Dr. Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

Dr. Norman Francis- Principal

Candice Schiano- Supervisor of Humanities

Sue Breen- Teacher



Unit Overview Template			
Content Area:	English	Grade Level:	12
		Unit Title:	Elements of Fiction as Basis for Film Analysis
Unit Summary: Students will apply elements of fiction to the analysis of films in order to move beyond an affective reaction to movies to a greater understanding of their complexity and how to evaluate them. The unit focuses the students' attention on the plot, character development, characters' emotional growth, setting, theme, conflict, and resolution. Plots may be linear, non-linear, or parallel. The unit examines a variety of plot structures and character representations. Elements such as music, lighting, and camera views extend the unit into interdisciplinary connections. Films will also be examined to determine how they reject or embrace social mores.			
Primary Interdisciplinary Connections: Media Studies, Fine and Practical Arts 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 serve as a means by which students will analyze film using the elements of fiction such as exposition, characterization, plot, setting, mood, tone, theme, and morals to read film as literature.			
Career Readiness (Standard 9): 9.3.12.AR.1-Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster			
Unit Rationale: Film analysis relies heavily on the integration of the elements of fiction to foster an understanding of the complexities of film.			

Learning Targets	
Standards:	NJSLS - ELA Reading Domain Grades 11-12 NJSLS-ELA Writing Domain Grades 11-12 NJSLS-ELA Speaking and Listening Domain Grades 11-12 NJ Career Readiness, Life Literacies, and Key Skills
Anchor Statements: Reading Domain Anchor Statements: (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.	
Writing Domain Anchor Statements:	



(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.

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

(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 Domain Anchor Statements:

(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.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.
RL.CR.11–12.1.	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
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.
RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).



W.IW.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.RW.11–12.7	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.
W.WR.11–12.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SL.PE.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.
SEL.PK-12.2.1	Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
9.4.12.IML.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.

Unit Essential Questions:

- How is a movie a text?
- How do I read a movie? Which elements of fiction are present in film?
- How is a film different from a book?
- What role does motion play?

Unit Enduring Understandings:

- Students will analyze film using the elements of fiction such as exposition, characterization, plot, setting, mood, tone and theme.
- Students will read film the same way they read literary pieces, using the same criteria and criteria related to film.



- Students will examine plot and character development and compare the way information about each is provided differently in novels and films.
- Students will apply strategies of literature analysis to provide support for their own film interpretations.

Unit Learning Targets:

Students will use the elements of fiction as criteria for analyzing films.



Evidence of Learning

Summative Assessment: (10 weeks) After an intense look at particular films through the lens of elements of fiction and with a deeper understanding of film terminology, students will create a thoughtful analysis and review of a movie chosen from a select group. Students will demonstrate that they have moved beyond an affective appreciation for movies and now possess the skill to examine them critically.

Equipment Needed: films, public domain fiction such as the short story “The Lottery,” laptops, DVD player, projector

Teacher Resources: Film text, Internet sources

Formative Assessments:

- journal entries
- class discussion on exposition
- comparison essay
- reading quiz
- quiz on historical context
- flip book
- detailed review
- character analysis



Lesson Plans

Lesson	Time Frame
Lesson 1 Reading the Film; Plot and Characterization	8 class days
Lesson 2 Motion	3 class days
Lesson 3 The Informed Review	5 class days

Teacher Notes:

Allowing students to understand film terminology while providing a basis for evaluating and identifying film components through fiction elements provides a smooth transition. Elements of fiction, motion as part of the whole, and understanding how to evaluate are critical to moving from an affective reaction to movies to a more vital and informed understanding of them.

Curriculum Development Resources/Technology Resources:

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

http://wire.rutgers.edu/p_reading_film.html

<http://www.edutopia.org/reading-film-story-movies-visual-literacy-video>

<http://www.dailywritingtips.com/7-tips-for-writing-a-film-review/>



Lesson Plan 1 Template

Content Area: English Lesson Title: Reading the Film; Plot and Characterization Time Frame: 8 class 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: Use of film technology, online research and collaboration

Equipment Needed: DVD player or online streaming, overhead projector, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Read a film using elements of fiction - Place the setting and plot of a film in a historical context - Read the short story “The Lottery” by Shirley Jackson - Compare the two stories in terms of plot, character development, and setting - Write a comparison essay comparing the film and the short story	Lesson Sequence - Students will view the movie <i>The Tenth Man</i>. - Students will discuss the theme, setting, and plot of the film. - Students will read the short story “The Lottery” by Shirley Jackson. - Students will discuss the story as to elements of fiction. - Students will write a comparison paper on the above topic.	- Discussion of specific elements of fiction in both film and story. - Identification of similar themes, plot and situation. - Papers on a comparison between the film and story. - Share with peers important and unique insights gained while writing the paper.
Differentiation: This assignment, enhanced by class discussion on the specific topic assigned, allows for students to differentiate based on individual ability and insights.		
Resources Provided: - Film - Story available on website (public domain) - Handout of film terminology		



Lesson Plan 2 Template		
Content Area: English	Lesson Title: Motion	Time Frame: 3 class 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: Art		
Integration of Technology: This is a low tech assignment to underscore the importance of motion in films. Computers may be used for providing the script.		
Equipment Needed: Post-It note pads		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a flipbook • Demonstrate motion and its role in moving a plot ahead • Show character development and plot in motion	Lesson Sequence 1. Discussion of motion's role in films 2. Comparison between a story in print and a movie version. How does motion move the elements ahead? 3. Distribution and discussion of the rubric for the project 4. Creation of flip books that include character development, action, conflict, and resolution 5. Presentation of flip books 6. Evaluation of flip books	• Class discussion • Comparison • Creation of flipbook • Flipbook • Presentation • Creation of and use of a rubric for the effectiveness of flip books
Differentiation: Students will each work individually on the project, and each may select their own topic, conflict, resolution and character development. Materials and method of creating the flip are all individual choices.		
Resources Provided: • Post-It notes or small pads of paper • Internet sources for story generation		



--

Lesson Plan 3 Template		
Content Area: English	Lesson Title: The Informed Review	Time Frame: 5 class 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, Art		
Integration of Technology: Online access to professional film reviews		
Equipment Needed: laptop, printers, Internet		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - View a film critically - Prewrite a description of the film using Elements of Fiction as the basis - Evaluate the strengths and weaknesses of the film using film terms - Write a review that briefly summarizes the plot and then judges the value of the film - Assign a relative value to the film (out of five stars, etc.)	Lesson Sequence - Students will view a movie such as <i>Casablanca</i>, <i>Lifeboat</i> et.al - Students will summarize the plot, tone, theme, character development and setting. - Students will judge the effectiveness of the movie. - Students will write a review from the informed stance of someone who looks beyond the emotional reaction and can judge a film on the artistry and skill of its key components.	- Identification of key elements of fiction presented in film - Summary of plot events in a timeline - Review - Rating in terms of comparative value to another film seen in class
Differentiation: Shortened assignment for some students, if necessary: Abbreviate the review to a more formulaic model.		
Resources Provided: Film		



- Sample reviews

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: Elements of Fiction as Basis for Film Analysis
Created: May 2024		Board Approved on:



Unit Overview Template

Content Area: English	Grade Level: 11-12	Unit Title: The Film Within a Cultural and Moral Setting
------------------------------	---------------------------	---

Unit Summary: This unit encourages students to view film in the context of the time period in which they were made. Often this reflects the cultural and moral setting of the time, and films that are remade or that deal with particularly sensitive cultural subject matter often provide a good basis for analysis of the contemporary societal setting that is reflected in the films. Some movies are made with parallel time and plot lines; these provide a good look into two time periods at once. Setting is a key component to analysis of a film, as we have learned in Unit One of the course. This unit carries the focus on setting into a deeper look at the ways in which films reflect their cultural setting and how they inform that setting.

Primary Interdisciplinary Connections: Visual and Performing Arts, History

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 explore ways in which social, cultural and moral issues are presented in films and how the times in which films are created both inform and reflect the moral atmosphere and cultural identity of the times.

Career Readiness (Standard 9): 9.3.12.AR.3-Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

Learning Targets

Standards: NJ Student Learning Standards Language Arts Reading Informational Text 11-12
 NJ Student Learning Standards Language Arts Writing 11-12
 NJ Student Learning Standards Speaking and Listening 11-12
 Career Readiness, Life Literacies, and Key Skills

Anchor Statements:

(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.

Writing Domain Anchor Statements:

(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.



(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.

(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 Domain Anchor Statements:

(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):
RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
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.
RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
W.IW.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.WR.11–12.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.



SL.PE.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.
SEL.PK-12.2.1	Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
9.4.12.IML.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.
Unit Learning Targets: Students will analyze films, looking at them through the lens of the time period in which they were made, and assessing the social, cultural and moral details that fit that time period historically.	



Evidence of Learning

Summative Assessment: (8 weeks) After viewing a few movies that focus students' attention on the time period in which they were made or two films made on the same topic but decades apart, the students will write a comparison paper in which they compare the cultural setting of the period in which the films were made. The focus will be on the conflict presented in the film. The paper will look at the cultural, social, and moral issues explored in the movie and how they are treated based on the period in which they were made. A primary focus for this unit is the importance of time as an element of the setting and how it impacts the movies in terms of social values.

Equipment Needed: Films suggested titles: Cape Fear (1962), Cape Fear (1991), The Children's Hour, We Three. et.al. DVD player or overhead

Teacher Resources: text, Internet sources

Formative Assessments:

- journal entries
- double entry journals
- class discussions of settings
- quiz on historical contexts
- quiz on plot
- detailed movie review
- created storyline for integration of plotlines
- research-based discussions on the timeline of the films



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21st-Century GLOBAL SKILLS

Lesson Plans

Lesson	Time Frame
Lesson 1 Social Issues and Context	2 weeks
Lesson 2 Remakes That Reflect Changes in Society	3 weeks
Lesson 3 Parallel Timelines	3 weeks

Teacher Notes:

Encouraging students to see the elements of fiction on which we built the first unit, and then have that flow into a deeper look at the plotline and conflict in the films while using the lens of societal mores to understand better how film reflects culture. Students will move through this unit by focusing on what makes society tick, what issues challenge us, and what impact the social setting and period have on the treatment of many controversial issues. Students will develop the means to critically analyze film as art, entertainment, works of literature, and as reflections of the ever changing settings in which they are created.

Curriculum Development Resources/Technology Resources:

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

<http://www.college.columbia.edu/bulletin/depts/film.php>

<http://forum.indymogul.com/showthread.php?t=26722>

<http://www.empireonline.com/features/remakes/default.asp?film=5>

<http://www.helium.com/items/1957365-analysis-of-the-childrens-hour>



Lesson Plan 1 Template

Content Area: English Lesson Title: Social Issues and Context Time Frame: Two weeks

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, Ethics

Integration of Technology: Use of film technology, internet, computers

Equipment Needed: DVD player or projector, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Read the film, in this case, <i>Philadelphia</i> and analyze the social issues and plot conflict presented. - Use a double-entry log format (scenes on one side, reaction to scenes on the other). - Students will research the topic and determine the impact on the movie in light of the time period it was created. - Students will compare then and now in terms of conflict.	Lesson Sequence - View movie - Create double-entry log - Input notes on the entry log - Discuss log while viewing the movie - Anticipate outcome based on setting - Refine the log while watching the film - Students will react to the end of the movie and then create a refined double-entry log that reflects their impression of the time period of the movie and its impact on the outcome.	- Class participation, discussion - Background knowledge through research of setting details - Creation of ongoing double-entry log - Peer sharing of log entries - The final log presented to the class
Differentiation: This will allow for many different approaches and reactions to the film, its topic, setting, and how society informs the film.		
Resources Provided: - Film - Laptops		



- Suggested films: *Philadelphia*, *The Children's Hour*

Lesson Plan 2 Template

Content Area: English Lesson Title: Reflecting Changes in Society Time Frame: 3 weeks

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Psychology, Art

Integration of Technology: Online film reviews, Online research

Equipment Needed: DVD and overhead, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Critically view two films created at separate times on the same topic. • Evaluate the degree to which each version is a reflection of the cultural times in which it is set and how the differences reflect changes within society related to the topic presented. • Research the social setting and the times in which each movie was made. • Write a comparison paper on the two films viewed, focusing on, but not limited to, differences in society's changing values.	Lesson Sequence 1. Students will view two movies, one of which is a remake of the original. 2. Students will isolate the differences between movies through group discussions and use these findings as the basis for the comparison paper. 3. Students will read professional reviews contemporaneous to the release of each movie for reactions that reflect the time. 4. Students will produce a comparison paper on the impact of time (setting) on the movies.	• Discussions • Identification of social setting • Identification of differences in movies • Review • Relative or comparative value to another film seen in class
Differentiation: Students may vary the presentation model as needed		



Resources Provided:

- Suggested films: Cape Fear (1962), Cape Fear (1991), The Children’s Hour, We Three. et.al.
- Sample reviews
- Articles related to the topic

Lesson Plan 3 Template

Content Area: English Lesson Title: Parallel Timelines Time Frame: 3 weeks

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Art, History

Integration of Technology: Internet, Professional Reviews, History articles

Equipment Needed: DVD player and overhead, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Critically view a film that has parallel or interrupted timelines. ● Analyze the effects of the timelines working together. ● Maintain a study guide with a K W L format to keep the parallel timelines in order. ● Analyze the overall impact of the parallel timeline on film.	Lesson Sequence 1. View a film with a nonlinear timeline that crosses two or more timelines 2. Analyze the film’s central conflict 3. Determine how the interrupted timeline affects the conflict and character development in the movie 4. Record evolving information while watching the film with a K W L learning guide (What I know, What I want to know, What I learned) and share these 5. Create a review with an emphasis on impact of the timeline	● Class discussions ● Journal in K W L format ● Sharing of journals ● Review the movie, analyzing the effects of the timeline



Differentiation: Students will evaluate the movie through different lenses.		
Resources Provided: • DVD player/overhead • Internet • KWL format		

Lesson Reflection			
Reflect on the lesson you have developed and rate the degree to which the lesson <i>Strongly, Moderately</i> or <i>Weakly</i> 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: The Film Within a Cultural and Moral Setting
Created: May 2024	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.