



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

Springfield Public Schools
Springfield, New Jersey 07081

Senior Seminar

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

**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.



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

Springfield Public Schools Springfield, New Jersey

**Dr. Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

Dr. Norman Francis- Principal

Mrs. Candice Schiano- Supervisor of Humanities

Dr. Colleen Cusick ~ Teacher



Unit Overview Template

Content Area: English	Grade Level: 12	Unit Title: The Undergraduate Experience / Intro to Literary Theory
------------------------------	------------------------	--

Unit Summary: Students will prepare for all elements of the college application process, including interviews, generating effective essays, and assembling a research portfolio for inclusion in applications; second, students will begin their introduction to critical and literary theory through The Hero with a Thousand Faces, including different methods of generating meaning, and the historical progression of semiotics and semantic subjectivity.

Primary Interdisciplinary Connections: Media Studies

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: By the conclusion of the unit, students will demonstrate proficiency in writing precision and self-representation, as well as insight into how language contributes to basic meaning and how meaning emerges collectively from and is problematized by tacit cultural agreement.

Career Readiness (Standard 9): 9.4.12.CI.1; 9.4.12.CI.3

Learning Targets

Standards: NJSLs Reading and Writing

Content 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.

(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.

(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.

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

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



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.IT.11–12. 3.	Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.TS.11–12. 4	Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
RI.CR.11–12. 1.	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.TS.11–12. 4.	Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
W.AW.11–12. 1. A-B	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.WP.11–12. 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

Unit Essential Questions:

- What makes an effective college application essay?
- How can I most effectively represent myself in applications and interviews?
- How can I write with precision and establish my own 'voice'?
- What is Critical Theory? Literary Theory?



- What is a 'monomyth'?
- What contemporary 'mythology' reveals how we use language to create meaning?
- Is textual objectivity possible?

Unit Enduring Understandings:

- Effective self-representation in applications and interviews requires concision, confidence, authentic anecdotal evidence, and evidence of preparation.
- Effective writing requires revision to balance simplicity, extended metaphors, and tone.
- Critical and literary theory provides tools for understanding that meaning can be produced from texts in different ways, all dependent on cultural norms behind the author, medium, intended audience, and actual audience.
- Language is subjective and adaptive and reveals that our exchange of information is culturally mediated through intended and emergent social influences and contexts.

Unit Learning Targets:

Students will....

- evaluate description and structure in application essays for effectiveness
- combine prior knowledge with analysis of informational and narrative texts to make inferences about tropes and 'monomyths' in literature
- revise written work through oral comparison
- demonstrate the various lenses of critical theory by performing formal literary analyses
- craft narratives using multi-layered frameworks of metaphor and figurative language
- analyze literature for cultural forces affecting authorial choices
- recognize patterns in narrative and informational texts that reflect cultural influences



Evidence of Learning

Summative Assessment: Write a personal mythology narrative, an anecdotal section of which functions as a college application essay, that utilizes Joseph Campbell's characteristics of a 'monomyth.'

Equipment Needed: *The Hero with a Thousand Faces* text, laptops, overhead projector, OnCourse

Teacher Resources: *The Hero with a Thousand Faces* text, laptops, overhead projector, OnCourse, Google Workspace

Formative Assessments:

- Anticipatory Sets/do-nows
- Kinesthetic debates
- Journal entries
- In-class discussions
- Reading check quizzes
- Close reading annotations
- Projects (posters, dioramas, etc)
- Written responses



Lesson Plans

Lesson	Time Frame
Lesson 1 Application Essay Learning Stations	1.5 hours/2 days
Lesson 2 The Call to Adventure	3 hours/4 days
Lesson 3 Names, Plato's 'Cratylus' and Subjective Language	1.5 hours/2 days

Teacher Notes:

Extension readings for each lesson will be made available (Althusser on interpellation, etc.)

Curriculum Development Resources/Technology Resources:

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

<https://iep.utm.edu/literary/>

<https://gutenberg.org/files/1616/1616-h/1616-h.htm>

https://learning.blogs.nytimes.com/2010/10/14/going-beyond-liche-how-to-write-a-great-college-essay/?_r=0

<https://apply.jhu.edu/application-process/essays-that-worked/>



Lesson Plan 1 Template

Content Area: English	Lesson Title: Application Essay Learning Stations	Time Frame: 1.5 hours / 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: Journalism

Integration of Technology:

Use of Google Workspace on laptops to use digital graphic organizers

Equipment Needed:

Laptops, Google Workspace, overhead projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Evaluate sample college application essays for effective use of individual style, transitional language, personal anecdotes, and apparent authenticity. - Identify specific effective elements of college application essays using a graphic organizer. - Incorporate identified elements in their own essay rough drafts	Lesson Sequence - Do-Now: students will jot down in their journals effective elements of application essays from the prior class, and then download the Pro/Con graphic organizer from OnCourse. - I will divide the students into groups of 2-3 and explain the activity: for 25-30 minutes, students will rotate between 4 learning stations, each featuring two sample college essays. Each pair/trio is responsible for generating 5 pros and 3 cons for each essay, including citing specific evidence on graphic organizers. Students will vote on the best essay as closure. - Day 2: As a group, we will review the critiques and	- Completed graphic organizer identifying effective and ineffective inclusions - Shared responses with the class - Well-written metacognition paragraph explaining how to incorporate identified effective techniques in their essay drafts - Revised essay drafts with included elements



	share responses; students will add any pros or cons they agree with but did not include on their charts. 4. Students will choose 3 ID's effective elements and write a paragraph for each explaining their effectiveness. 5. HW: Students will revise a prior application essay draft to include those elements.	
Differentiation: Students may choose from several graphic organizers in Google Workspace or choose to organize their notes in paragraph form; shared work among groups differentiates for interpersonal intelligences, and rotating among stations accommodates kinesthetic learners.		
Resources Provided: ● 8 sample college application essays ● Google Workspace graphic organizer for analysis of effective/ineffective elements of essays ● Previously completed college essay drafts		



Lesson Plan 2 Template

Content Area: English	Lesson Title: <i>The Hero with a Thousand Faces</i> : Chapter 1–Call to Adventure	Time Frame: 3 hours/4 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:

Philosophy, Social Studies

Integration of Technology:

Laptops, PowerPoint and Google Slides

Equipment Needed:

Laptops, projector, PowerPoint or Google Slide software, Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Comprehend the first chapter of <i>The Hero with a Thousand Faces</i> by teaching their classmates - Determine classmates' understanding of the section material with a formal assessment - Apply each of the 5 sections in the chapter to their own lives by adding to their personal narrative	Lesson Sequence - Do-Now: students will paraphrase the Monomyth definition and description from the prior class. - After a brief review of student responses to confirm consensus, students will break into pairs and be given the task for the day: each pair is responsible for instructing the rest of the class on one of the five sections of Chapter 1; they are required to include visuals, a mnemonic of some kind, an example of that section's trope from outside the text, and some form of	- Presentation files - Oral presentations - Checked student notes - Student-administered quiz



assessment of their classmates' knowledge.

3. Pairs will be given the remainder of the time to complete their reading and preparation of their presentations. Their paraphrasing of 'monomyth' will constitute an exit ticket.
4. Days 2-3: students will instruct their fellow classmates on their chapter sections, and submit their assessments to me. Notes or completed activities on other presentations will constitute an exit ticket.
5. Day 4: Students will take the five combined assessments as a quiz.
6. Reinforcement: add a paragraph to the personal mythology section of your journal for each of the five sections describing a relevant time in your life.

Differentiation:

Students will choose how to present their assigned portion of the chapter.

Resources Provided:

- Presentation software options
- *The Hero with a Thousand Faces* text
- Samples of assessment types (written quiz, kahoot! quiz, etc.)



Lesson Plan 3 Template

Content Area: English	Lesson Title: Names, Plato's 'Cratylus' and Subjective Signification	Time Frame: 1.5 hours/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:

Sociology, Philosophy

Integration of Technology:

Students will use laptops to access 'Cratylus' and NatGeo article

Equipment Needed:

Laptops, projector, Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Comprehend Plato's 'Cratylus' by taking Cornell notes and translating them into text speak - Orally construct and defend or impugn the success of Plato's rhetoric in 'Cratylus' - Analyze an informational text on the effects of names by completing a 4-square chart	Lesson Sequence - Day 1: Do-now: journal entry: do you think your name accurately reflects who you are? Why or why not? - Following the discussion of do-now journals, the class will read Plato's 'Cratylus' and take Cornell notes. - After this, we will discuss Socrates's lesson on the subjectivity of language, and identify as a class Plato's intention in writing 'Cratylus.' For homework, students may either translate Cratylus into text-speak or summarize it in another manner of their choosing. - Day 2: Do-now: choose a line from your text-speak	- Journal entry on names. - Cornell notes on Plato - oral arguments 4-square group work



	translation and write it on the board. After sharing a few of the lines, students will evaluate Plato's success with t-charts on flipchart paper. Students will then orally defend their evaluations. 5. Students will then begin reading a NatGeo article on the effects of names and then, in groups of four, complete a 4-square article analysis graphic organizer.	
Differentiation: Students can choose how they want to paraphrase 'Cratylus' and which of the four elements of the 4-square article analysis they want (enhance, reverse into, retrieve, obviate).		
Resources Provided: ● Digital copies of Plato's 'Cratylus' and National Geographic article "Amid Royal Baby Name Wait, Asking if Names Affect Life." ● Flipcharts ● 4-square graphic organizer		



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: 12	Unit Title: The Undergraduate Experience / Intro to Literary Theory
Created: Colleen Cusick	Board Approved on:	



Unit Overview Template

Content Area: English	Grade Level: 12	Unit Title: Authority and Power: Marxism and Structuralism
------------------------------	------------------------	---

Unit Summary: This unit will explore two movements in literary criticism, Marxism and Structuralism, and examine dystopian texts (*Oryx and Crake* or *Never Let Me Go*) and films (*Children of Men*, *Brazil*, or *Modern Times*) through these lenses to: reinforce inescapable socio-historical context; examine the creation, reinforcement, and rejection of power structures in society through primary and secondary texts; debate moral relativism in the context of structures; provide tools for analyzing film and television as texts, performing close readings, and using oppositional tension and contrast as rhetorical techniques.

Primary Interdisciplinary Connections: Social Studies, Philosophy, Media Studies

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

Unit Rationale: By the conclusion of the unit, students will be able to perform Marxist and Structuralist literary analysis, identify the historical context of societal power structures, use formal terminology in analyzing film and television, organize arguments from close readings of texts, and craft those arguments using oppositional contrast as a rhetorical device.

Career Readiness (Standard 9): 9.4.12.CI.1, 9.4.12.IML.2

Learning Targets

Standards: NJSLS Reading and Writing

Content 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.

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

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



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

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

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

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.IT.11–12. 3.	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.
L.IT.11–12.3.	Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
L.VI.11–12.4. A-D	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text. D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
RL.CT.11–12. 8.	RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
W.AW.11–12. 1.A-E	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.



	A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning, and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.WP.11–12.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

Unit Essential Questions:

- How do authors confer criticism and reveal the power structures of their societies through text?
- What forces inform how individuals are able to seek and reject power in their societies?
- What is Structuralist criticism?
- How can I properly analyze film and television?
- How can I identify and analyze oppositional tensions in a text and use them in my own rhetoric?
- What are close readings and how are they useful for textual analysis?
- How is my monomyth informed by the power structures in my society?
- What are the arguments for and against moral relativism?

Unit Enduring Understandings:

- Authors criticize societal forces either inversely through idealization (utopia) or selective exaggeration or omission (dystopia), by establishing the setting, and by implementing allusions.
- Marxist criticism uses the historical consideration of class struggle, ownership of the means of production in terms of base and superstructure, and an emphasis on egalitarianism to analyze literature.
- Structuralist criticism arose in reaction to existentialist philosophy and purports that all texts generate meaning within larger structures of textual formulae, universal patterns, and tropes, and focuses on the texts' resolutions of binary oppositions/tensions for analysis.
- Cinematography, sound design, editing, dialogue, and implied space all formally contribute to generating meaning in and provide tools for analysis for film and television.
- Close readings allow for effective textual analysis by generating and recognizing patterns before orienting toward a desired meaning.



- Moral relativism is under tension between respect for societal context and the ‘argument from change.’

Unit Learning Targets:

Students will....

- combine prior knowledge with analysis of informational and narrative texts to make inferences about contextual influences in literature.
- revise written work through oral comparison.
- demonstrate the various lenses of critical theory by performing formal literary analysis.
- craft narratives using multi-layered frameworks of metaphor and figurative language.
- analyze literature for cultural forces affecting authorial choices.
- recognize patterns in narrative and informational texts that reflect cultural influences.



Evidence of Learning

Summative Assessment:	Compare/Contrast <i>Oryx and Crake</i> or <i>Never Let Me Go</i> and <i>Children of Men</i> and <i>Brazil</i> or <i>Modern Times</i> textual analysis essay, unit test
Equipment Needed:	<i>Oryx and Crake</i> or <i>Never Let Me Go</i> text, <i>On the Genealogy of Morality</i> text, laptops, overhead projector, OnCourse, Google Workspace
Teacher Resources:	<i>Oryx and Crake</i> or <i>Never Let Me Go</i> text, <i>On the Genealogy of Morality</i> text, <i>Children of Men</i> and <i>Brazil</i> or <i>Modern Times</i> films, laptops, internet, overhead projector, OnCourse, Google Workspace

Formative Assessments:

- Anticipatory sets/Do-nows
- Kinesthetic debates
- Journal entries
- OnCourse postings
- Google doc digital journals
- Socratic Seminars
- Reading check quizzes
- Close reading annotations
- Projects (posters, one-pagers, dioramas, etc.)
- Written responses



Lesson Plans

Lesson	Time Frame
Lesson 1 <i>Oryx and Crake</i> or <i>Never Let Me Go</i> Close Reading	1.5 hours/2 days
Lesson 2 <i>Oryx and Crake</i> or <i>Never Let Me Go</i> : Project evaluating textual discussion of genetic engineering/cloning	3.5 hours/5 days
Lesson 3 Moral Relativism	1.5 hours/2 days

Teacher Notes:

As an interdisciplinary connection, a science teacher will be invited to come in to discuss genetic engineering for Lesson 2.

Curriculum Development Resources/Technology Resources:

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

<https://iep.utm.edu/literary/>

<https://www.marxists.org/archive/marx/works/download/pdf/Manifesto.pdf>

<https://philosophy.ucsc.edu/news-events/colloquia-conferences/GeneologyofMorals.pdf>



Lesson Plan 1 Template

Content Area: English Lesson Title: *Oryx and Crake* or *Never Let Me Go* Time Frame: 1.5 hours/2 days
 Close Reading

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: Digital Citizenship, Public Speaking

Integration of Technology:

Students download a picture of class notes off OnCourse resources, and exit-ticket reflections posted to web-based assessments.

Equipment Needed:

Laptops, *Oryx and Crake* or *Never Let Me Go* texts, whiteboard, document camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze a short passage from the text through multiple readings to notice patterns, revealing theme, style, or characterization - Organize noted patterns in the text to assert an argument about the passage's relation to the theme of technology outpacing morality or social critique	Lesson Sequence - Day 1: Do-Now: journal: Describe a time you felt you overanalyzed a text. How did it go "too far?" - After discussing student responses, explain the allegory of the boathouse (family builds boathouses for generations and "feels" what works and what doesn't, but it takes an architect to explain why and how it works: parallels author v. literary critic) and the limits of authorial intent; introduce 3-pass close reading: read a passage once noting any description that stands out, then again any surprising or unexpected authorial choices.	- Close-reading annotations - Shared responses with class and classmates



- Finally, look through notes to identify patterns.
3. Perform a 3-pass close reading as a class of a page from prior reading homework (“Voice” section (page 10) of *Oryx and Crake* or the first paragraph of *Never Let Me Go*) using a document camera to project the text on the board and inviting students up to annotate on the board during each pass.
 4. Students reflect on the close-reading process in an OnCourse assessment exit ticket.
 5. HW: students pick a page from chapter 1 (of either novel) that resonated with them. Perform a 3-pass close reading on their chosen page with consideration of the theme of technology outpacing morality and what social critique the dystopian novel is pursuing.
 6. Day 2: Do-now: one sentence in their journal about why they chose the particular page. Then students will teach a partner their chosen page, including patterns they noticed. Finally, each duo will present their pages to the class. As closure, students will predict what will happen in Chapter 2 of either novel.

Differentiation:

Students may choose any page they wish; interpersonal intelligence accommodated with partner instruction.

Resources Provided:



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

- Sample class reading passage
- Digital copy of notes from class
- Close-reading process checklist



Lesson Plan 2 Template

Content Area: English	Lesson Title: Oryx and Crake or Never Let Me Go <i>Project: Evaluating Perspectives on Genetic Engineering</i>	Time Frame: 3.5 hours/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:

Biology, Chemistry, Ethics/Philosophy

Integration of Technology:

Laptops, PowerPoint or Google Slides

Equipment Needed:

Laptop, PowerPoint software or Google Slide account, Internet access, overhead projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze instances in the text that support the theme of genetic engineering outpacing morality - Collaborate to create and present the scientific background and controversy of one real-world application of genetic engineering using visual metaphors - Demonstrate an understanding of Structuralist literary criticism by paraphrasing a binary opposition in their <i>Oryx and Crake</i> or <i>Never Let Me Go</i> presentation	Lesson Sequence - Day 1: Do-now: Using notes and theme tracking sheets from prior classes, students will journal what they think the principal social criticism of <i>Oryx and Crake</i> or <i>Never Let Me Go</i> is. - After a brief review of student responses to confirm the critique of genetic engineering representing man's technology outpacing morality, students will begin the research project: each small group of 2-3 students will be presenting one of the three topics concerning controversial genetic	- Presentation files - Oral presentations - Journal responses



engineering (GMO foods, genetically engineering children, cloning, gene therapy, or artificial organ donation).

3. Their projects must include supporting visuals, visual metaphors, distribution and explanation of an informative text explaining background information, three examples from the text connecting the text's theme to the issue, a structuralist reflection on the text's resolution of the technology, morality oppositional tension and an evaluation of the legitimacy of the author's concern. Students will confirm roles and responsibilities using a template as an exit ticket.
4. Days 2-3: Students will collaborate on their projects while the teacher facilitates.
5. Days 4-5: Each group will present to the class for roughly 15-20 minutes.
6. Reinforcement: Students will peer evaluate the presentations.

Differentiation:

Students will choose how to present their topics, including the distribution of roles

Resources Provided:

- Presentation software options (PowerPoint, Google Workspace)
- *Oryx and Crake* or *Never Let Me Go* texts
- Internet resources on genetic engineering



Lesson Plan 3 Template

Content Area: English **Lesson Title:** *Kinesthetic Debate on Moral Relativism* **Time Frame:** 1.5 hours/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:

Philosophy

Integration of Technology:

Questions for the debate will be presented via Google Slide on the overhead projector.

Equipment Needed:

Laptops, overhead projector, Google Workspace account

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate an understanding of the arguments made by Edward Said about moral relativism by asserting what the author would choose in a kinesthetic debate • Articulate their position supporting or rejecting the limits of moral relativism in a kinesthetic debate • Support or reject others' claims on moral relativism in a kinesthetic debate	Lesson Sequence 1. Day 1: Do-now: take out your answers to the homework's agree/disagree statements on moral relativism and prior notes on the Edward Said excerpt we read previously. 2. For the first part of the class period, we will progress as a class through four statements, deciding if Edward Said would agree or disagree with them, based on our prior discussion and reading. In the second part, we will go through twelve questions exploring the limits of moral relativism. 3. Each of these discussions will occur in a kinesthetic debate, in which students will	• Agree/disagree moral relativism worksheet. • Interpretation of Edward Said's position on four aspects of moral relativism (class discussion) • Assertions, rebuttals, and justification during kinesthetic debates



choose a side of the room (agree or disagree) oriented with their position on the topic; I will ask follow-up questions and students will react to and discuss others' responses. For closure/homework, students will reflect on whether or not their opinion changed (and how/why/why not) OR pick a topic we discussed that you think is important and explain why.

Differentiation:

Students can choose which closure activity they want to do; the debate supports kinesthetic learners, and visual learners will be assisted by the display of debate topics on the projector.

Resources Provided:

- Projection of kinesthetic debate statements
- Review notes on Edward Said's *Orientalism*



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: 12	Unit Title: <i>Authority and Power: Marxism and Structuralism</i>
Created: Colleen Cusick	Board Approved on:	



Unit Overview Template

Content Area: English **Grade Level:** 12 **Unit Title:** Social Dialectics and Alterity

Unit Summary: This unit will explore how social identity is negotiated in terms of group definition—specifically in terms of subjugated identity groups: alterity, or “othering,” how those identity groups clash and facilitate or reject their subjugations, and the crisis of representation, through the literary lenses of Postcolonial criticism and feminist (or “gender theory”) criticism; we will use the concept of “dialectics” in the process, both classically in terms of educational dialogue and as a rhetorical tool in Foucault’s sense of generating meaning through mutually informing relationships; we will also evaluate rhetorical strategies for informative writing.

Primary Interdisciplinary Connections: Social Studies

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: By the conclusion of the unit, students will be able to perform Feminist and Postcolonial literary analysis, explain sociohistorical context through social group identification and identity politics, analyze aspects of their daily lives as high school students that are influenced by alterity and group identification, organize arguments from close readings of texts, and craft arguments using dialectic as a rhetorical device.

Career Readiness (Standard 9): 9.4.12.CI.1, 9.4.12.IML.2

Learning Targets

Standards: NJSLS Reading and Writing

Content 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.

(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.

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

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



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

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

(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.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.IT.11–12. 3.	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.
RL.MF.11–12 .6.	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).
W.AW.11–12. 1.A-E	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.



	D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.WP.11–12.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

Unit Essential Questions:

- How are identity groups subject to societal and internal tensions?
- What is “alterity,” or “otherness,” and how does it affect self and group identification?
- What is the crisis of representation? How do we make meaning from how we and others are represented?
- What is Postcolonial criticism?
- What is a diaspora?
- What is Feminist (gender theory) criticism?
- How does my social identification inform my monomyth?
- What is a dialectic and how can I use it rhetorically?
- How can I adjust acquired rhetorical strategies to pursue objectivity in informational writing?
- How is humor a tool for group identification?

Unit Enduring Understandings:

- Identify how groups form, evolve, and clash in the tension between individual interests and identification with groups based on external characteristics (physical traits, culture or origin or residence), internal characteristics (ideology, gender, interest), and the often false dichotomy of majority identification vs. minority identification.
- Alterity, or “otherness,” is the quality ascribed to societal groups one fails to identify with due to normalizing what is perceived as the “majority” identity group and simplifying, deemphasizing, or dehumanizing those with whom one does not identify.
- The crisis of representation is that the inclusion of non-majority individuals in texts faces “othering” societal pressure for those individuals to represent (stand in for) their identity groups which the reader/viewer does not identify with, yet the ideals of inclusion and accepting diversity should encourage the inclusion of such groups.
- Postcolonial criticism explores the forces within and without a text that reflect the historical marginalization of nonwestern cultures and Western cultures’ tendencies to assume and champion hegemony, specifically the trauma and identity crises faced by those cultures imperialized by the United States, England, The Netherlands, France, and Germany, and individuals subsumed into those cultures achieving a coherent cultural identity.
- Feminist criticism explores the forces within and outside a text that reflect the historical marginalization or subjugation of women; it is historically situated from the late ‘60s onward and has since been subsumed into gender theory, which considers the marginalization of and influences on all sexual and gender relations.
- Many interactions that seem like one-directional, cause-and-effect relationships are actually mutually influential, or “dialectic,” effective rhetoric recognizes and utilizes these and other subtleties.



Unit Learning Targets:

Students will....

- combine prior knowledge with analysis of informational and narrative texts to make inferences about contextual influences in literature and society.
- revise written work through oral comparison.
- demonstrate the various lenses of critical theory by performing formal Feminist and Postcolonial literary analysis.
- craft writing using multi-layered frameworks of metaphor and figurative language.
- analyze literature for cultural forces affecting authorial choices.
- identify dialectic forces both in terms of identity politics and within and outside texts for rhetorical accuracy and effectiveness.



Evidence of Learning

Summative Assessment:	Feminist and Postcolonial analysis of <i>Wide Sargasso Sea</i> or <i>Passing</i> , JDHS case study on identity politics and “othering”
Equipment Needed:	<i>Wide Sargasso Sea</i> or <i>Passing</i> and <i>Much Ado About Nothing</i> texts, laptops, overhead projector, OnCourse, Google Workspace.
Teacher Resources:	<i>Wide Sargasso Sea</i> or <i>Passing</i> and <i>Much Ado About Nothing</i> texts, laptops, internet, overhead projector, OnCourse, Google Workspace, OnCourse

Formative Assessments:

- Anticipatory sets/Do-nows
- Kinesthetic debates
- Journal entries
- OnCourse postings
- Google doc digital journals
- Socratic Seminars
- Reading check quizzes
- Close reading annotations
- Projects (posters, one-pagers, dioramas, etc.)
- Written responses
- Protest signs



Lesson Plans

Lesson	Time Frame
Lesson 1 Alterity and Othering Socratic Seminar	1.5 hours/2 days
Lesson 2 Carousel Activity: Intro to Feminist Criticism	1.5 hours/2 days
Lesson 3 <i>Wide Sargasso Sea</i> or <i>Passing</i> Wanted Ads	3 hours/4 days

Teacher Notes:

Socratic seminar techniques will be taught to students.

Curriculum Development Resources/Technology Resources:

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

http://www.otherness.dk/vol_1/



Lesson Plan 1 Template

Content Area: English	Lesson Title: Alterity and Othering Socratic Seminar	Time Frame: 1.5 hours/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

Integration of Technology:

PowerPoint or Google Slide presentation recalling note-taking and summarization techniques

Equipment Needed:

Laptops, overhead projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recall summarization and notetaking techniques presented in Unit 1 - Paraphrase the two academic papers from the Center for Students in Otherness by participating in a Socratic Seminar	Lesson Sequence - Day 1: Do-now: what notetaking and summarization techniques from our first unit in September did you find most helpful? Least helpful? - Following discussion of student responses, review of notetaking techniques and reinforcement of the prior class discussion on “othering,” students will be given two academic papers from the Center for Studies in Otherness: “Local Literatures, Global Perspectives: On Writing a Literary History for Secondary Schools” by Svend Erik Larsen, Aarhus University, and “Anatomy of	- Written summaries of academic papers - Participation in the Socratic seminar - Written or artistic reflection on the papers and the challenge of reading them



	the Zombie: a bio-psychological look at the undead other,” by Mathias Clausen, Aarhus University. 3. Students will first individually take notes and summarize the articles using a method of their choice from the do-now, and then share their findings with a partner. For reinforcement/homework, students will generate 5 questions for each academic paper and 2 general questions on otherness for the follow-up Socratic seminar. 4. Day 2: Socratic seminar on academic papers and otherness, led by the students and facilitated by the teacher. 5. Closure: students will reflect on the challenges faced in reading academic papers.	
Differentiation: Students may choose their preferred note-taking and summarizing strategy and prepare their own questions for the Socratic seminar.		
Resources Provided: • Two academic papers on otherness • List of notetaking and summarizing strategies.		



Lesson Plan 2 Template		
Content Area: English	Lesson Title: Carousel: Intro to Feminist Literary Criticism	Time Frame: 1.5 hours/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: History, Psychology		
Integration of Technology: Google Doc journal		
Equipment Needed: Laptops, chart paper		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Generate and support with evidence historical and current examples of the marginalization and empowerment of women - Evaluate classmates' contributions to the discussion and carousel activity - Use classroom discussion on feminism and historical context to predict feminist concerns in <i>Wide Sargasso Sea</i> or <i>Passing</i> by writing a descriptive paragraph	Lesson Sequence - Day 1: Do-now: students will write an off-the-cuff definition of feminism in their journals and explain whether or not they identify as a feminist. - After discussing responses, students will participate in a carousel activity in which groups of 2-3 students rotate among four chart-paper stations: Historical examples of the marginalization of women, historical examples of the empowerment of women; current examples of the marginalization of women; current examples of the empowerment of women. At each station,	- Contributions to group chart-paper stations - Descriptive/predictive paragraph - Class discussion and response to questions



students will collaborate to generate examples, and then rotate. For closure, students would choose two posted examples from other students and generate one paragraph per example justifying its inclusion.

3. Day 2: Do-now: Students will circle around the room among stations and add or edit examples from the previous day, and then each group will present the listed examples to the course and respond to extension questions. As reinforcement and closure, a formal definition of feminist criticism will be provided.
4. HW: Students will read the introduction to *Wide Sargasso Sea* or *Passing* and post a paragraph to their digital journals predicting the struggles of female marginalization the book might explore.

Differentiation:

Students will choose posted examples for homework writing exercises.

Resources Provided:

- Chart paper
- *Wide Sargasso Sea* or *Passing* texts



Lesson Plan 3 Template

Content Area: English **Lesson Title:** *Wide Sargasso Sea* or *Passing* Wanted Ads and Protest Signs **Time Frame:** 3.5 hours/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:

History

Integration of Technology:

Students will use OnCourse and Monster.com to see sample job postings and Google Docs or Slides to create their own.

Equipment Needed:

Laptops, overhead projector, LMS access, Google Workspace

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Read and analyze the second half of Part 2 of <i>Wide Sargasso Sea</i> - Demonstrate an understanding of the dialectics of sexism and racism in <i>Wide Sargasso Sea</i> or <i>Passing</i> by satirizing the plight of the protagonist in two mirrored want ads - Write and revise for specific tone/voice appropriate for a wanted ad and an aggressively sarcastic response to the want ad from a time-traveling feminist scholar	Lesson Sequence - Day 1: Read aloud and analyze pages 122-156 of <i>Wide Sargasso Sea</i> or sections from Part II of <i>Passing</i>. Complete study guide questions for homework. - Day 2: Following the review and discussion of the study guide questions, students will look at a few examples of wanted ads. Students will then be presented with their project: Write two wanted ads, EITHER one by Bertha/Antionette seeking a day nurse to help her with her “crazy suspicions,” reflecting her subjugated position and unfaithful	- Study guide question responses and discussion - Two Google Doc or Slide personal ads for a domestic helper based on the unit novel (<i>Wide Sargasso Sea</i> or <i>Passing</i>), one by a wife reflecting her subjugated position and another written by her husband reflecting the sexism of the times - Response paragraph is written from the perspective of a 1970s feminist scholar - Protest signs



	husband and another written by her husband for the same thing, reflecting the sexism of the time (<i>Wide Sargasso Sea</i>) OR an ad by Irene seeking a nanny for her children and reflecting her anxiety based on her race and class and her concerns over her husband's faithfulness and commitment and another by her husband Brian reflecting the sexism of the time and his dissatisfaction with domestic life (<i>Passing</i>). The wanted ads must be in full-page spread format, echoing period-appropriate advertisements. 3. Students will begin prewriting for this project. 4. Days 3-4: Students will peer edit and revise their wanted ads and finalize their work in Google Workspace. 5. Day 5: Students will present their ads in a gallery walk, and complete peer evaluations. For closure and homework, they will respond to one of the wanted ads of their classmates as a time-traveling feminist from 1970s USA.	
--	--	--

Differentiation:

Students can choose which set of mirrored ads they want to write, and to which they will angrily respond.

Resources Provided:

- Wanted ad samples
- 1840s or 1920s advertisement examples
- 4-square graphic organizer



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	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	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: 12	Unit Title: Social Dialectics and Alterity
Created: Colleen Cusick	Board Approved on:	



Unit Overview Template

Content Area: English	Grade Level: 12	Unit Title: <i>Constructing Visual Reality: Image Politics and Poststructuralist Criticism</i>
------------------------------	------------------------	---

Unit Summary: This unit investigates how we use images to depict reality and to define ourselves, considering the image as text. Through the lens of Poststructuralist criticism, students will formally analyze art and images to investigate the crisis of modernity, define and explore ontology, and negotiate the concept of the superhero in the context of contemporary social and economic concerns and in their own monomyths. We will also explore image politics, branding, and iconography, and emphasize presentation skills.

Primary Interdisciplinary Connections: 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: By the conclusion of this unit, students will be able to perform Poststructuralist literary analysis, formally analyze images and art using an understanding of gestalt principles of design, use images as rhetoric, explain ontology and the dialectic relationship between images depicting reality and how reality exists, and master oral presentation.

Career Readiness (Standard 9): 9.4.12.CI.1, 9.4.12.IML.2

Learning Targets

Standards: NJSL Reading and Writing

Content 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.

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

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

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



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

(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.

(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.IT.11–12. 3.	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.
W.AW.11–12. 1.A-E	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.WP.11–12. 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as



	MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
SL.PE.11–12.1.A-D	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. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.II.11–12.2 .	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.PI.11–12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Unit Essential Questions:

- How do we process and aggregate visual images to help us understand the world?
- How are patterns of representation established to exposure to visual images?
- How do we determine what is real and what isn’t?
- What is Poststructuralist criticism?
- How can we use images rhetorically? What makes an image powerful? Why is modern art more awesome than I think it is?
- How can we “read” images? How can we write about images “visually?”
- How have visual representations affected my monomyth?

Unit Enduring Understandings:

- Patterns of images establish our understanding of the world despite efficacy often occurring through inaccuracy or exaggeration; it is “figurative” images that frequently help us understand the literal.
- Patterns of images also operate in the tension between resonance and novelty; we “read” images both as discrete “wholes” and by piece, and integrate them based on repetition and consistency rather than accuracy, but progressively need “new” images to ingest.
- Poststructuralist criticism is aligned with the modernism movement, and contests that not only is meaning generated from the intersection of the text’s culture and the reader’s culture, but also that such meaning is thus inescapably variable and attempts to study anything “objectively” is impossible, because even scientific



study is confined/influenced by culture structures, human complexity and the limits of language as inherently referential.

- Effective rhetorical use of images requires not just description or image as example, but explanation and consideration of symbolism, engagement with extended metaphor, citation and credit.
- Effective writing about and around images depends on creative verb use, precise references to the images, subtle verbal mirroring of visual information, and adjusted pacing.
- Masterful oral presentation requires generating audience consensus via interaction, emphasized confidence, subtlety of physical movement, evidence of practice, and planned transitions.

Unit Learning Targets:

Students will....

- combine prior knowledge with analysis of information and narrative image-texts to make inferences about contextual influences.
- demonstrate comprehension of the various lenses of critical theory by performing formal literary analysis according to the theoretical lens of their choosing.
- craft writing and image-based presentations using multi-layered frameworks of metaphor and figurative language.
- analyze images and literature for cultural forces affecting authorial choices.
- identify and explain patterns of visual representation in our culture.



Evidence of Learning

Summative Assessment: Oral and Visual presentations and literary critical analysis of *The matrix* or *Inception*

Equipment Needed: *Pattern Recognition* texts, *Watchmen* graphic novels, laptops, overhead projector, Adobe photo editing software.

Teacher Resources: *Pattern Recognition* texts, *Watchmen* graphic novels, examples of modern art and advertising images, laptops, overhead projector, Adobe photo editing software, OnCourse, Google Workspace

Formative Assessments:

- Anticipatory sets/Do-nows
- Kinesthetic debates
- Journal entries
- OnCourse postings
- Google doc digital journals
- Socratic Seminars
- Reading check quizzes
- Close reading annotations
- Projects (posters, one-pagers, dioramas, etc.)
- Written responses
- iMovie project



Lesson Plans

Lesson	Time Frame
Lesson 1 Photo-essay: Branding and <i>Pattern Recognition</i>	1.5 hours/2 days
Lesson 2 Superhero Analysis Presentations	5 hours/7 days
Lesson 3 Critical Analysis of <i>The Matrix</i> of <i>Inception</i>	7 hours/10 days

Teacher Notes:

The critical analysis of *The Matrix* or *Inception* will constitute a year-long summative assessment (final paper), requiring reference to and mastery of the course's various critical theory perspectives. (Each film will also include assignments specific to that film separate from this final paper).

Curriculum Development Resources/Technology Resources:

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

<https://owl.purdue.edu/owl/resource/722/04/>

<http://www.iep.utm.edu/literary/>

<http://digital-photography-school.com/5-photo-essay-tips>



Lesson Plan 1 Template

Content Area: English Lesson Title: Photo-essay: Branding and *Pattern Recognition* Time Frame: 1.5 hours/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:

Photography, Art History

Integration of Technology:

Digital cameras and projected images will be used to construct the photo essay.

Equipment Needed:

Overhead projector, digital camera, laptops, Adobe Photoshop software

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the criticism of branding in <i>Pattern Recognition</i>. - Use a series of images organized to create an argument or form a pattern of meaning - Modify voice and writing style to reflect an Artist's statement - Evaluate the effectiveness of exploring literary themes of <i>Pattern Recognition</i> via images	Lesson Sequence - Day 1: Do-now: students will take from their last set of chapter-based Cornell notes two instances of branding in the text <i>Pattern Recognition</i> that reveal the text's social critique. - Following the review of student-chosen examples, we will discuss branding in the text and how patterns of repeated images create meaning. We will also discuss how to write Artist's statements in terms of defining form, the context of production, the context of viewing, the subtlety of intended meaning, and the explanation of patterns used.	- Cornell notes on themes in <i>Pattern Recognition</i>. - Shared responses with the class. - Brand image Artist's Statement. - Brand image photo essay on <i>Pattern Recognition</i> with Artist's Statement.



3. HW: Students must create a new brand using a simple image of their own design or choice, including a paragraph justifying their image choice using the discussed style guidelines for an Artist's Statement that reflects and either supports or rejects the themes of *Pattern Recognition*.
4. Day 2: Students will present their choices to the class, and then we will discuss the next stage of the project: Students will use their chosen brand image in a series of ten photos and a two-page Artist's Statement to constitute a photo essay. We will look at examples of photo essays and discuss techniques for analyzing and describing images effectively. Students may use their laptops, cell phones, or digital cameras to complete the photo essay.
5. Afterward, students will reflect on how effective their rhetoric was given the photo essay format.

Differentiation:

Students may choose a brand image of their own creation; visual learners benefit from using the photo essay format.

Resources Provided:

- Sample photo-essays
- Style Guide for Artist's Statement



Lesson Plan 2 Template

Content Area: English **Lesson Title:** Superhero Analysis Presentations **Time Frame:** 5 hours/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:

Visual Studies, Drama

Integration of Technology:

Laptops, PowerPoint or Google Slides

Equipment Needed:

Laptops, PowerPoint or Google Slide software, Internet access, overhead projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the superhero dossiers in <i>Watchmen</i> for reflection on social concerns during the Cold War - Analyze the cultural concerns, mythological aspects, and subconscious desires present in idealizing superheroes as arbiters of justice - Demonstrate masterful oral presentation skills by presenting to the class as an archaeologist from the future - Write in the style of a dossier	Lesson Sequence Day 1: Do-now: students will paraphrase the prior lessons' discussion of superheroes as reflective of cultural concerns for justice and inequality. After reviewing student responses to confirm prior knowledge, students will be given copies of the superhero dossier excerpts from <i>Watchmen</i> and analyze the characters to explain what historical imagery, societal factors, and individual desires contributed to that character's identity and powers. After walking through an example analysis of The Comedian, students will choose another dossier from <i>Watchmen</i> and complete an analysis themselves using	- Presentation visuals. - Oral presentations. - Superhero dossier



a supplied template. They will finish the activity for homework.

2. Day 2: students will present their analysis for discussion and review. As a class, we will discuss how superheroes reflect a desire for justice and legitimization of using force to achieve it, how they typically polarize the good/evil opposition, and how *Watchmen* distorts this simplification in light of the Cold War.
3. Day 3: I will explain the next phase of this project: students will choose a current public figure and construct a dossier as if that person were a superhero, including the same analysis explaining the cause for that hero's behavior, goals, powers, etc. Students will use Google Images to collect images ("artifacts") of the public figure. The class will model their response on an analysis of Lady Gaga. In the last portion of the activity, the superheroes will be presented as if the students are future archaeologists who have discovered these "historical" images and think they are factual, in the style of *Watchmen*'s consideration of its heroes. Students will be required to implement the public speaking presentation skills discussed prior to this class, as they are competing for funding to continue their research.



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

- | | | |
|--|--|--|
| | <ol style="list-style-type: none">4. Days 3-4^{1/2}: Students will continue to work on their presentations and dossiers.5. Days 4/5-7: Students will present their dossiers and explain their superhero via a presentation with visuals and incorporating the presentation skills studied in class. | |
|--|--|--|

Differentiation:

Students will choose the public figure to present and do so in whatever written or visual way best accommodating their learning style.

Resources Provided:

- Presentation software options
- Template for analyzing superheroes from *Watchmen*
- A model presentation of “superhero” Lady Gaga



Lesson Plan 3 Template

Content Area: English	Lesson Title: Critical analysis of either <i>The Matrix</i> or <i>Inception</i>	Time Frame: 7 hours/10 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, Sociology, Philosophy, Visual Studies

Integration of Technology:

Students will use laptops for interest research, review of the films and visuals incorporated into their visual presentations.

Equipment Needed:

Laptops, overhead projector, flip charts

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Use movie editing software to extract useful images from movies for use in papers. - Demonstrate understanding of critical theory by formally analyzing one of two films from one or more critical lenses. - Analyze film using technical terminology specific to visual texts. - Demonstrate mastery of MLA formatting and proper citation of images in a formal paper.	Lesson Sequence - Days 1-8: Using the previous class's discussion notes and a list of formal elements of film students will be instructed to take notes on all formal aspects of the films <i>Inception</i> and <i>The Matrix</i> as we watch them in class. - Days 9-10: After a walkthrough of how to capture images from digital copies of the two films for use in their papers, students will begin to draft a formal literary analysis of either of the two films from any of the critical theory lenses we've discussed this year. The paper must reflect all discussed aspects of the	Rough draft and final copy of the formal critical analysis of either <i>Inception</i> or <i>The Matrix</i>.



chosen critical theory, the socio-historical context both of the film's production and that of the students themselves, reflect outside research on the film and the critical theory, justify arguments using both description and included visuals from the film, utilizing the discussed rhetorical techniques from this and other units, reflect proper MLA format, and be 9-15 pages long.

Differentiation:

Students can choose any of the year's critical theories through which they'll analyze their choice of either film.

Resources Provided:

- Student-created critical theory timelines (yearlong work)
- Formal elements of film and tips for including them in analysis



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	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	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: 12	Unit Title: <i>Constructing Visual Reality: Image Politics and Poststructuralist Criticism</i>
Created: Colleen Cusick	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.