



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

Springfield Public Schools
Springfield, New Jersey 07081

DCA Freshman English

Curriculum Guide

2024

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

Springfield Board of Education
Approved on July 29, 2024

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

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

Resolution: 28

Introduced By: Mrs. Saha

Seconded By: Mrs. Turnbull

Adopted: July 29, 2024

Curriculum Adoption

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

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

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

b. Middle School ELA Elective Courses

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

c. High School ELA Elective Courses

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

d. ESL (K-12)

- Elementary ESL
- Middle/High School ESL

e. Middle and High School World Language Curriculum

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

f. Florence M Gaudineer Program of Studies

Michelle Calas, School Business Administrator/Board Secretary

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(continued)

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

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

SEAL



Michelle Calas
School Business Administrator/ Board Secretary



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**Springfield Public Schools
Springfield, New Jersey**

**Dr. Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

Dr. Norman Francis ~ Principal of Jonathan Dayton High School

Candice Schiano ~ Supervisor of Humanities

Anthony DeNicolo ~ English Teacher



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Unit Overview Template

Content Area: English **Grade Level:** 9 **Unit Title:** Living a Life of Consequence

Unit Summary: In this unit, students will be defining the pillars of good character, examining readings for civic reflection, and developing their research skills by completing a culminating paper on a person who has lived a life of consequence.

Primary Interdisciplinary Connections: Social Studies, Math, Science

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

Unit Rationale: This unit will challenge students to consider what qualities help define living a life of consequence. Students will be confronted with complex pieces of literature to assist in reaching a conclusion to this question and will further their studies through a research paper on a person who corresponds with their definition.

Learning Targets

Standards: Reading Standards: RL.CR.K.1, RL.CR.3.1, RL.CR.2.1, RL.CR.5.1, RL.CR.8.1

Writing Standards(9-10): W.AW. 4.1, W.AW. 5.1, W.AW.6.1, W.AW.8.1

Social and Emotional Competencies: (9-12): SEL.PK-12.1.2, SEL.PK.12.2.2

Content Statements:

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.CR.2.1. Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a literary text referring explicitly to the text as the basis for the answers.

RL.CR.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a literary text, referring explicitly to the textual evidence as the basis for the answers.

RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections [when explaining what the text says explicitly and when drawing inferences from the text.

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A: Provide reasons that are supported by facts from texts and/or other sources.

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.



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W.AW.6.1. Write arguments on discipline-specific content to support claims with clear reasons and relevant evidence.

W.AW.8.1. Write arguments on discipline-specific content to support claims with clear reasons and relevant evidence. C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

SEL.PK-12.1.2- Recognize the impact of one's feelings and thoughts on one's own behavior.

SEL.PK-12.2.2- Recognize the skills needed to establish and achieve personal and educational goals.

CPI#:	Cumulative Progress Indicator (CPI):
RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RL.CR.3.1.	Ask and answer questions, and make relevant connections to demonstrate understanding of a literary text, referring explicitly to the textual evidence as the basis for the answers.
W.AW.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.

Unit Essential Questions:

- What does it mean to live a life of consequence?
- What are the pillars of good character?
- How can literature help guide us to developing our own morals and values?
- What are the benefits of academic research?

Unit Enduring Understandings:

- Living a life of consequence entails the expression of individuality and contributing to society.
- The pillars of good character include trustworthiness, respect, responsibility, fairness, caring, and citizenship.
- Through the analysis of literature, we can develop our own viewpoints on ourselves and the world around us.
- Academic research allows us to contribute our thoughts on a topic by developing a thesis and supporting it with information and reasoning.

Unit Learning Targets:

Students will....be able to effectively analyze literary themes, define the pillars of good character, and utilize online databases and reference books for research, to organize and develop a research paper on a person who has lived a life of consequence.



Evidence of Learning

Summative Assessment: Upon completion of this unit, students will be able to analyze complex literary themes related to civic responsibilities, define the pillars of good character, and apply this knowledge to their research. They will demonstrate their knowledge by writing a research paper.

Equipment Needed: Laptops, Access to Online Databases

Teacher Resources: the LMS Account, Database List

Formative Assessments:

- do now responses
- discussion and analysis questions
- quote analysis responses
- discussion board entries
- quizzes
- source card check
- works cited page review
- rough draft of research paper
- exit cards
- self-evaluation rubric
- peer editing forms



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Lesson Plans

Lesson	Time Frame
Lesson 1 Defining the Pillars of Good Character	84 minutes/2 days
Lesson 2 Readings For Civic Reflection: "A Bed For The Night"	42 minutes/1 day
Lesson 3 <i>Bread Givers</i> Research Paper	approx. 504 minutes/12 days

Teacher Notes: The Pillars of Good Character and Bertolt Brecht's "A Bed For the Night," can be located in the anthology titled "Readings for Civic Reflection," Anzia Yezierska's *Bread Givers*

Curriculum Development Resources/Technology Resources:

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

<http://www.noodletools.com>

<https://charactercounts.org/program-overview/six-pillars/>

<http://civicreflection.org/resources/library/browse/a-bed-for-the-night>

<http://www.springfieldschools.com/1/Content2/404>



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Lesson Plan 1 Template

Content Area: English **Lesson Title:** Defining the Pillars of Good Character **Time Frame:** 84 minutes/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, Health

Integration of Technology:
 the LMS

Equipment Needed:
 Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Define each of the pillars of good characters ● Organize and develop writing skills through a group writing activity ● Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop an understanding of the pillars of good character ● Present information in a way that is relevant, relatable, and understandable ● Use technology to produce writing and interact with others	Lesson Sequence ● Students will log onto the LMS, download and complete the worksheet titled, "The Pillars of Good Character, " in which students will be creating their own definitions of the qualities ● Discuss, as a class, the students' definitions, and provide examples ● Students will break into small groups, and begin writing a one-minute narrative scene through the use of their laptops on one of the pillars of good character that they choose	● Pillars of Good Character Worksheet ● Discussion ● Narrative Script ● Presentation ● Exit card



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- Groups will present their scenes to the class; brief reflection after each performance
- Students will complete an exit card, describing which of the pillars of good character they value the most

Differentiation:

Students will be allowed to choose which one of the pillars of good character they'd like to focus on in their group writing activity.

Resources Provided:

- Pillars of Good Character Worksheet
- How To Sheet
- Samples of Prior Student Work
- Index Cards



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Lesson Plan 2 Template

Content Area: English **Lesson Title:** Readings for Civic Reflection: "A Bed For The Night" **Time Frame:** 42 minutes/1 day

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, Science, Mathematics

Integration of Technology:
 Online Databases, the LMS

Equipment Needed:
 Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Comprehend a poem's literary techniques and purpose - Determine how the poem exemplifies the pillars of good character - Gain an understanding of the utilization of online databases - Draw evidence from literary or informational texts to support analysis, reflection, and research - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	Lesson Sequence - Students will enter the classroom and complete the do now in their journals, reflecting on the pillars of good character - Students will log onto the LMS, download and read the poem "A Bed For The Night" by Bertolt Brecht, from the anthology "Readings for Civic Reflection" - In partners, students will reflect on analysis questions, in which they are asked to make connections between the poem and the pillars of good character	- Do Now Entry In Journals - Poetry Analysis Questions - Question and Answer Session - Paragraph On A Person Who Has Contributed To Social Change - Class Discussion



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- Using the online databases, students will research a person who has contributed to meaningful social change, in the United States, in the last twenty-five years, a type a one-paragraph response on their impact
- Students will share their responses with the class

Differentiation:

Students will be allowed to select the individual they want to research on the databases; if they cannot come up with a person, they may choose from a list provided.

Resources Provided:

- "A Bed For The Night" by Bertolt Brecht
- Discussion and Analysis questions
- Online Database Password Sheet
- Laptops



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Lesson Plan 3 Template

Content Area: English **Lesson Title:** *Bread Givers* Research Paper **Time Frame:** Approx. 504 minutes/12 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, Psychology, Sociology

Integration of Technology:

Online Databases, Noodletools, MS Word, or Google Docs.

Equipment Needed:

Laptops, Reference Books, Anzia Yezierska's *Bread Givers*

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Gather relevant information from multiple print and digital sources, and assess the credibility and accuracy of each source ● Integrate information researched, in a way that avoids plagiarism ● Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence	Lesson Sequence ● Students will utilize the resources available to them, including books and electronic databases to gather relevant information for their research topic. ● Students are to hone in on any student-chosen thematic element of Anzia Yezierska's <i>Bread Givers</i> and make a claim about that issue; utilize library resources to research scholarly articles that support their claim; generate notecards and outline via Noodletools. ● Students will synthesize this information to write a three	● Class Discussion ● Noodletools Notecard Check ● Noodletools Outline ● Rough Draft ● Peer Editing Form ● Final Draft



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- Draw evidence from informational texts to support the analysis
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing

- to four-page rough draft of their research paper.
- Peer editing session, in which students will read and respond to each other's writing.
- Students will complete a final draft of their paper that includes a Works Cited page in MLA format.

Differentiation:

Students will select research topics of their choosing based on personal interest and prior knowledge.

Resources Provided:

- Directions to the Research Paper
- Online Database Password Sheet
- Databases
- Noodletools
- Peer Editing Forms



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Lesson Reflection

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

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

Curriculum Design Template

Content Area: English	Grade Level: 9	Course Title: DCA English
Created: June 2024	Board Approved on:	



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Unit Overview Template

Content Area: English **Grade Level:** 9 **Unit Title:** Character and Personality

Unit Summary: In this unit, students will be developing their literary analysis skills by examining literary techniques, determining central themes, and identifying characters' traits and sensibilities. Additionally, students will continue to enhance their formal writing skills, through a character comparison piece.

Primary Interdisciplinary Connections: Social Studies, Science, Math

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

Unit Rationale: This unit will challenge students to develop their literary analysis and organizational writing skills by closely examining JD Salinger's novel, its structure and themes, and reflecting on its central protagonist through research, writing, and creativity.

Learning Targets

Standards: Reading Standards for Literature (9-10): 1, 2; Writing Standards(9-10): 6; Technology (9-12): TECH.9.4.12.CI, TECH.9.4.12.CT; Social and Emotional Competency (PK-12): SEL PK-12.1; SEL PK-12.5

Content Statements:

NJSLSA.RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

NJSLSA.RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

TECH.9.4.12.CI - Creativity and Innovation: With a growth mindset, failure is an important part of success.

TECH.9.4.12.CT - Critical Thinking and Problem Solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

SEL.PK-12.1- Competency: Self Awareness

SEL.PK-12.3.1 - Competency: Social Awareness

CPI#:

Cumulative Progress Indicator (CPI):

RL.9-10.1

Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.

W.9-10.6

Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.



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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.

Unit Essential Questions:

- What are the functions of the literary techniques used in the novel?
- What are the themes/central ideas in the text?
- What is the significance of identifying the audience and purpose?
- How did The Catcher in the Rye inspire other works of fiction?

Unit Enduring Understandings:

- Literary techniques are used to elicit emotions from the characters and readers.
- The Catcher in the Rye is a novel focused on the primary theme of loss of innocence.
- A writer or speaker must acknowledge their audience's desires, prior to developing a proposal.
- The Catcher in the Rye has become so identifiable, that we're able to recognize its influences on other pieces of fiction, based on its protagonist, Holden Caulfield.

Unit Learning Targets:

Students will....be able to analyze and discuss themes, literary techniques, and character motivations, through technological platforms, and develop a written proposal for a documentary comparing the fictional protagonist, Holden Caulfield, to another fictional character.



Evidence of Learning

Summative Assessment: Upon completion of this unit, students will be able to analyze and identify the protagonist's motivations and characteristics. They will demonstrate their knowledge by writing and presenting a documentary treatment that compares Holden to another fictional character, created after the publication of the novel.

Equipment Needed: laptops

Teacher Resources: laptops, the LMS, Plickers

Formative Assessments:

- daily journals
- exit cards
- reading check-ups
- discussion and analysis questions
- timed writing activities
- do now responses
- character analysis worksheets
- thematic charts
- online discussion board entries
- rough draft of a documentary proposal
- reflection questions



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Lesson Plans

Lesson	Time Frame
Lesson 1 Introduction to JD Salinger Activity List	42 minutes/1 day
Lesson 2 Holden and Phoebe	42 minutes/1 day
Lesson 3 Writing and Presenting a Documentary Treatment	378 minutes/9 days

Teacher Notes: Students will need access to the LMS, Plickers scan cards, and directions for proposal and presentation

Curriculum Development Resources/Technology Resources:

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

<http://www.plickers.com>

<https://www.youtube.com/watch?v=KlGzuZ1w7Eo>

<https://www.youtube.com/watch?v=CEak-27j9eM>

<http://easymovieposter.com/Design/index.php>



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Lesson Plan 1 Template

Content Area: English
 42 minutes/1 day

Lesson Title: Introduction to JD Salinger Activity List

Time Frame:

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:

Laptops, the LMS, YouTube

Equipment Needed:

Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Determine how Salinger's life experiences influenced his fiction writing - Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience - Write from the perspective of another person to evaluate their objectives and obstacles - Gather relevant information from multiple authoritative print and digital sources - Reflect on reclusiveness and what might make a person	Lesson Sequence - Students will log onto the LMS and download the assignment, "Introduction to JD Salinger: Activity List" - Students will have the first thirty minutes of class to complete two out of the three activities on the list, which include viewing interviews with the writer on YouTube and responding to reflection questions, reading a published article on Salinger and analyzing his answers, or responding to questions from his perspective.	- Discussion - Video response questions - Published interview analysis questions - Writing activity from Salinger's perspective - Exit card



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want to shelter themselves
from society

- Review and discuss answers to the first two activities.
- Students will share their responses written from his perspective.
- Students will respond to an exit card: Based on the research you have done today, why do you think Salinger became reclusive, after the publication of The Catcher in the Rye?

Differentiation:

Because we will be working on an activity list, students will get to choose two out of three of the options to work on; if students want to challenge themselves, they may opt to complete all three assignments.

Resources Provided:

- Activity List
- Published interview with Salinger
- Samples of prior student work
- Index Cards



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Lesson Plan 2 Template

Content Area: English **Lesson Title:** Holden and Phoebe **Time Frame:** 42 minutes/1 day

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, Science, Mathematics

Integration of Technology:
 Students will respond to questions using their Plickers scan cards and will be able to view how their classmates replied. Additionally, students will respond to a reflection question, through an online discussion board on the LMS.

Equipment Needed:
 Laptops, Plickers scan cards, Access to the LMS

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text ● Utilize technology to collaborate with classmates, discussing and analyzing characters and their decisions in the novel ● Analyze how Holden's relationship with his sister, Phoebe, embodies his values ● Determine how characters change or develop over the course of a text	Lesson Sequence ● Students will complete the do now entry in their journals: Why is Holden able to communicate so well with his younger sister, but lacks a connection with adults? ● Using the Plickers platform, students will respond to discussion and analysis questions that will allow them to digitally view how many of their classmates agree/disagree with them. ● Discuss each question thoroughly and allow students to provide their	● Do Now Entry in Journal ● Notebook Check ● Plickers Responses ● Class Discussion and Analysis ● Discussion Board Entry on the LMS



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- Evaluate why Holden is able to communicate so clearly with his younger sister, yet struggles to connect with adults

- perspectives and respond to others.
- In-class reading of excerpts focused on Holden's relationship with Phoebe and discussion.
 - Students will log onto the LMS and complete the discussion board question: How does Holden's relationship with his sister, Phoebe, embody his values? Students must also reply to one of their classmates' responses.

Differentiation:

Students who have completed their discussion board entry, prior to the end of the period, will receive additional analysis questions, posted on the LMS.

Resources Provided:

- Laptops
- Access to the LMS
- Copies of The Catcher in the Rye
- Plickers Scan Cards
- Analysis Questions



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Lesson Plan 3 Template

Content Area: English **Lesson Title:** Writing and Presenting a Documentary Treatment **Time**
Frame: 378 minutes/9 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, Science, Mathematics

Integration of Technology:

Students will be creating a poster for their documentary treatment, using either Adobe Photoshop or the website easymovieposter.com.

Equipment Needed:

Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions ● Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic ● Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	Lesson Sequence ● Students will log onto the LMS and download the assignment titled "How to Write a Proposal;" and discuss any questions students might have. ● Students will write a two-page documentary treatment comparing protagonist, Holden Caulfield, to another fictional character, created after the publication of <u>The Catcher in the Rye</u>. ● Using Adobe Photoshop or Easy Movie Poster, students will create an advertisement	● Discussion ● Documentary Treatment Outline ● Adobe Photoshop Poster Design ● Presentations ● Peer Evaluation Rubrics



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approach, focusing on addressing what is most significant for a specific purpose and audience

- Determine the oral skills needed to persuade an audience
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence

for their proposed documentary.

- Students will present their documentary proposals to the class.
- Students will peer evaluate the presentations, based on a provided rubric, and take a poll on the LMS, as to the documentary they would most want to see, based on the comparison.

Differentiation:

Students struggling to come up with a comparison to another fictional character will be given a list of five characters to choose from. Additionally, how-to-sheets will be provided for Adobe Photoshop and Easy Movie Poster.

Resources Provided:

- The Catcher in the Rye texts
- "How to Write a Proposal" article
- Peer Evaluation Rubrics
- How-To-Sheet for Adobe Photoshop and Easy Movie Poster



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Lesson Reflection

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

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

Curriculum Design Template

Content Area: English	Grade Level: 9	Course Title: DCA Freshman English
Created: June 2024	Board Approved on:	



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Unit Overview Template

Content Area: English **Grade Level:** 9 **Unit Title:** Shakespeare's World

Unit Summary: In this unit, students will be developing their research skills by learning how to organize sources, create source cards, utilize online databases, and create a works cited page in the current MLA format.

Primary Interdisciplinary Connections: Social Studies, Math, Science

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

Unit Rationale: This unit will challenge students to develop their research skills by utilizing the resources available to them in the media center. Additionally, students will gain valuable knowledge on differentiating between credible and unreliable sources, and how to organize their research.

Learning Targets

Standards: Writing Standards(9-10): 4, 5, 8; Technology (9-12): TECH.9.4.12.TL.1, TECH.9.4.12.IML.2; Social and Emotional Competency (PK-12): SEL.PK-12.2.3, SEL.PK-12.4.1

Content Statements:

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

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

SEL.PK-12.2.3 Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.

SEL.PK-12.4.1 Develop, implement and model effective problem-solving, and critical thinking skills.

CPI#:

Cumulative Progress Indicator (CPI):

W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).



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TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills.

Unit Essential Questions:

- Why is it important to cite our sources?
- How do I effectively organize my research?
- How do I formulate a proper thesis statement?
- How can research help gain a thorough understanding of a topic?

Unit Enduring Understandings:

- Effective research requires the development of organizational skills.
- Sources must be evaluated for credibility.
- Writing is a process that involves editing and revision.
- Creating a thesis statement allows for a paper to be focused.

Unit Learning Targets:

Students will be able to utilize both the media center and online database catalog, to generate source cards, write an eight to ten page research paper, and create a works cited page in MLA format.



Evidence of Learning

Summative Assessment: Upon completion of this unit, students will be able to differentiate between reliable and unreliable sources, utilize the media center for research, and write a substantial paper based on a given topic. They will demonstrate their knowledge by writing an eight to ten page research paper on a selected topic from the English Renaissance.

Equipment Needed: laptops, notebooks

Teacher Resources: laptops, database list with passwords

Formative Assessments:

- daily journals
- blogs
- rough draft of paper
- quizzes
- online discussion boards
- do now responses
- peer editing forms
- comprehension questions
- exit cards
- evaluation of internet sources
- source card creation



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Lesson Plans

Lesson	Time Frame
Lesson 1 Creating a Works Cited Page in MLA <i>Format</i>	42 minutes/1 day
Lesson 2 Using Source Cards to Organize Research	42 minutes/1 day
Lesson 3 Identifying Credible Sources	42 minutes/1 day

Teacher Notes: Noodletools website can assist students in lessons one and two.

Curriculum Development Resources/Technology Resources:

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

<http://www.noodletools.com>

<http://mason.gmu.edu/~montecin/web-eval-sites.htm>

http://www.crlsresearchguide.org/04_Making_Source_Cards.asp

<https://owl.english.purdue.edu/owl/resource/747/01/>



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Lesson Plan 1 Template

Content Area: English **Lesson Title:** Creating a Works Cited Page in MLA Format

Time Frame: 42 minutes/1 day

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, Science, Mathematics

Integration of Technology:

Laptops, Use of NoodleTools platform

Equipment Needed:

Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Avoid plagiarism by following a standard format for citation ● Utilize technology to assist in creating a Works Cited page in MLA format ● Gather relevant information from multiple print and digital sources ● Understand the purpose of proper citations ● Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	Lesson Sequence ● Students will complete a do now in their journals: Why is it important to cite sources? ● Review format for MLA citations. ● Students will be given three sources: an online database, a reference book, and a website; they will then be instructed to utilize the website noodletools.com. ● Using the NoodleTools platform, students will manually put the three varying sources in MLA format. ● Students will take the citations and create a proper	● Do Now ● Discussion ● Works Cited Page ● Annotations ● Exit card



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works cited page, which will
be handed to the teacher.

Differentiation:

Provide how-to worksheets for students struggling with both manual citation entries and formatting a works cited page in MLA format.

Resources Provided:

- Handouts
- NoodleTools How To Sheet
- Samples of prior student work
- Copies of completed Works Cited page



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Lesson Plan 2 Template

Content Area: English **Lesson Title:** Using Source Cards to Organize Research **Time Frame:**
 42 minutes/1 day

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, Science, Mathematics

Integration of Technology:

Students will access web pages for information on creating source cards, then use the NoodleTools platform to organize their research.

Equipment Needed:

Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Develop ways in which to organize research, as they approach more extensive projects - Synthesize multiple sources on a subject, demonstrating an understanding of the subject being investigated - Use technology to create source cards that will assist in gathering relevant information - Draw evidence from literary or informational texts to support analysis, reflection, and research	Lesson Sequence - Students will complete the discussion board entry posted on the LMS: how do you organize information, when researching a subject? - Students will view a brief how-to video clip from the Schlesinger film series on organizing information through the use of source cards. - Class will discuss the benefits of creating source cards. - Using the online platform NoodleTools, students will create at least five source cards, based on the research	- the LMS Discussion Board entry - Notebook Check - Class Discussion - Creation of Source Cards - Exit Card



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- Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience

- they have been completing the English Renaissance.
- Students will complete an exit card determining their comprehension of the use of source cards.

Differentiation:

Students who are struggling with either the website or the concept of source cards can meet in a small group with the teacher for mini-lessons.

Resources Provided:

- Additional How-To Worksheet
- Laptops
- Printer
- Copies of student-generated handouts
- NoodleTools online account



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Lesson Plan 3 Template

Content Area: English **Lesson Title:** Identifying Credible Sources **Time Frame:** 42 minutes/1 day

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, Science, Mathematics

Integration of Technology:
 Students will be using laptops to view several websites and determine their reliability.

Equipment Needed:
 Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Gather relevant information from multiple print and digital sources, and assess the credibility and accuracy of each source ● Integrate information researched, in a way that avoids plagiarism ● Utilize technology to assist in research on an English Renaissance assigned topic ● Draw evidence from informational texts to support analysis ● Demonstrate an understanding of source reliability	Lesson Sequence ● Students will complete do now entry in their journals: how can you differentiate between credible and unreliable Internet sources when conducting research? ● Review the differences between credible and unreliable Internet sources. ● Students will receive a list of five Internet sources. Using the guidelines discussed, they will evaluate whether that site can be relied upon or not. Answers to be discussed. ● Students will create an annotated bibliography for their English Renaissance	● Do Now Entry ● Class Discussion ● Source Credibility Worksheet ● Annotated Bibliography ● Exit Card



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research paper, identifying why each of their sources can be trusted.

- Students will complete an exit card, demonstrating their knowledge of source credibility.

Differentiation:

Students struggling with the list of resources provided may choose their own websites and explain in writing why they are reliable sources or not.

Resources Provided:

- List of websites
- Source credibility worksheet
- How to determine reliable sources worksheet
- Examples of unreliable websites



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Lesson Reflection

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

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

Curriculum Design Template

Content Area: English	Grade Level: 9	Course Title: DCA Freshman English
Created: June 2024	Board Approved on:	



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Unit Overview Template

Content Area: English **Grade Level:** 9 **Unit Title:** Reflections

Unit Summary: In this unit, students will be analyzing the six elements of drama, in accordance with Aristotle, through the examination of "A Streetcar Named Desire" and "Brighton Beach Memoirs." Students will participate in several activities on these elements, culminating in a project in which they will be writing from the perspective of a character (other than the protagonist, Eugene Jerome) in "Brighton Beach Memoirs."

Primary Interdisciplinary Connections: Social Studies, Creative Writing, Dramatics

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

Unit Rationale: This unit will challenge students to understand the six elements of drama and identify how they are being utilized in two preeminent plays; this will enhance their understanding of dramatic elements, literary analysis abilities, and writing skills.

Learning Targets

Standards: Reading Standards for Literature (9-10):1, 5; Writing Standards(9-10):2, 10; Technology (9-12):
TECH.9.4.12.CI, TECH.9.4.12.CT

Content Statements:

NJSLSA.R5. 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.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SEL.PK-12.2. Competency: Self-Management Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

SEL.PK-12.5. Competency: Relationship Skills: Utilize positive communication and social skills to interact effectively with others



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TECH.9.4.12.CI. [Disciplinary Concept] - Creativity and Innovation Demonstrate the ability to reflect, analyze, and use creative skills and ideas

TECH.9.4.12.IML. [Disciplinary Concept] - Information and Media Literacy: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

CPI#:	Cumulative Progress Indicator (CPI):
RL.9-10.5	Analyze how an author's choices concerning how to structure a text create specific effects.
RL.9-10.10a	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Unit Essential Questions:

- According to Aristotle, what are the six elements of drama?
- Which of the elements are prominently featured in the plays studied in class?
- How does sound impact a dramatic scene?
- How do I properly analyze a character's perspective?

Unit Enduring Understandings:

- The six elements of drama are plot structure, theme, diction, character, music, and spectacle.
- Most canonized dramas are driven by their plot structures and characters to elicit their themes.
- Sound can alter a scene's mood, depending on how it is applied by the playwright, actors, or director.
- Perspective can be analyzed by identifying the character's obstacles and objectives.

Unit Learning Targets:

Students will....be able to identify the six elements of drama in literary works, and determine why those elements have been featured.



Evidence of Learning

Summative Assessment: Upon completion of this unit, students will gain an understanding of the six elements of drama and how they are exemplified in several texts. They will demonstrate their knowledge by focusing on several of the elements of drama in a project, in which they will use Pages to create a diary written from the perspective of a character in Tennessee Williams's "A Streetcar Named Desire."

Equipment Needed: Laptops

Teacher Resources: the LMS account, iWorks-Pages, YouTube

Formative Assessments:

- do now responses
- quizzes
- character analysis worksheets
- discussion board entries
- exit cards
- discussion and analysis questions
- writing from perspective activities
- activity lists
- reflection questions
- group writing activities
- journal checks



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Lesson Plans

Lesson	Time Frame
Lesson 1 Analyzing Plot Structure	42 minutes/1 day
Lesson 2 Sound in Drama	42 minutes/1 day
Lesson 3 "A Streetcar Named Desire" Diary Project	168 minutes/4 days

Teacher Notes: Access to YouTube and the LMS will be necessary for several of the activities.

Curriculum Development Resources/Technology Resources:

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

<http://tedb.byu.edu/?courses=script-analysis-using-aristotles-six-elements-of-drama-by-carlie-parkinson-madsen>

<https://www.bellevuecollege.edu/artshum/materials/drama/Hoffman/101SIXARISTOAPLAYspr03.asp>

<http://novaonline.nvcc.edu/eli/spd130et/sixp-2.htm>

<http://www.english.hawaii.edu/criticalink/aristotle/gloss/gloss6.html>



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Lesson Plan 1 Template

Content Area: English

Lesson Title: Analyzing Plot Structure

Time Frame: 42 minutes/1 day

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:

YouTube

Equipment Needed:

Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Demonstrate an understanding of plot structure by identifying the elements in a famous fairytale ● Analyze choices concerning how to structure a text, order events within it, and manipulate time ● Determine the significance of plot structure in a dramatic work ● Work collaboratively to identify the elements of plot structure, in a well-known text	Lesson Sequence ● Students will complete a do now response in their journals: what makes a plot good? How important is it to a story? ● Present a clip on YouTube, "Scary Mary (an abbreviated Mary Poppins, with the plot rearranged)" and discuss with students the idea that when a plot is rearranged, it completely alters the writer's intentions. ● Review the elements of plot structure on a worksheet. ● Students will break into small groups and receive an envelope full of plot points	● Do Now Journal Entry ● Class Discussion ● Elements of Plot Worksheet ● Completed Plot Point Rearrangement Exercise ● Presentation



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- Present information, so that it is clear, concise, and relevant to the audience

- of a famous fairytale; they will have to rearrange the plot points so that the story makes sense; additionally, they will label the elements of the plot.
- Students will present their stories, along with identifying the elements of the plot to the class.

Differentiation:

Students who are struggling with understanding the elements of the plot will be provided with definitions and examples.

Resources Provided:

- Elements of Plot Worksheet
- YouTube Link with Discussion Questions
- Poster Board
- Plot Points in an Envelope



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Lesson Plan 2 Template

Content Area: English **Lesson Title:** Sound in Drama **Time Frame:** 42 minutes/1 day

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:
 YouTube

Equipment Needed:
 Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Determine how sounds, including music change the mood and tone of dramatic scenes - Propel conversations by posing and responding to questions that relate the six elements of drama - Engage in collaborative discussions to create a melodrama, heightened by sound - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience - Present information, findings, and supporting	Lesson Sequence - Students will respond to a do now in their journals: How do sounds/music affect the mood of a dramatic scene? - Students will view the famous shower scene from Alfred Hitchcock's "Psycho" without sound; then they will view the scene with sound. - Class discussion on how the sound and music corresponded with the mood of the scene. - Working with a partner, students will select one of two music clips; then, using their laptops, they will collaborate to write their own one-minute	- Do Now Entry In Journals - Class Discussion - Question and Answer Session - Group Writing Activity: Melodrama to Music - Presentation



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evidence clearly, concisely,
and logically such that
listeners can follow the line
of reasoning and the
organization

- mini-melodrama, fitting the
mood of the music.
- Mini-melodramas will be
presented to the class.

Differentiation:

Students who are having trouble identifying how sound and mood correspond with each other will be given additional clips to view on YouTube.

Resources Provided:

- Links to Videos
- Discussion and Analysis questions
- Directions for Writing a Mini-Melodrama for Music
- How-To-Sheet



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Lesson Plan 3 Template

Content Area: English **Lesson Title:** "A Streetcar Named Desire" Diary Project **Time Frame:** 168 minutes/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:
 Social Studies, Science, Mathematics

Integration of Technology:
 the LMS, Pages

Equipment Needed:
 Laptops, Copy of "A Streetcar Named Desire"

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze characters' obstacles and objectives - Utilize Pages to write from a character's perspective, based on textual evidence - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience - Analyze how complex characters develop over the course of a text, interact with other characters, and develop the theme - Draw evidence from the play to support analysis and reflection	Lesson Sequence - Students will log onto the LMS and complete the character obstacles and objectives worksheet; to be discussed, as a class. - Review Aristotle's definition of character, in accordance with the six elements of drama. - In groups, students will complete a character profile, based on analysis questions. - Groups will work on a project that requires them to write four diary entries, from the perspective of a character in the play.	- Character Obstacles and Objectives Worksheet - Class Discussion - Character Profile Questions - Diary Entry Rough Drafts - Presentation



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- Students will complete their diary, using Pages.
- Groups will briefly present their completed projects.

Differentiation:

Students needing assistance using Pages will be provided a How-To-Sheet.

Resources Provided:

- "Brighton Beach Memoirs" text
- Obstacles and Objectives Worksheet
- Character Profile Worksheet
- Pages How-To-Sheet



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Lesson Reflection

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

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

Curriculum Design Template

Content Area: English	Grade Level: 9	Course Title: DCA Freshman English
Created: June 2024	Board Approved on:	



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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



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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:



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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



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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



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**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



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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



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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.