

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

Springfield Public Schools
Springfield, New Jersey 07081

English III

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 NJSLS-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

(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

Jonathan Telesca ~ Assistant Principal of Jonathan Dayton High School

Candice Schiano~ Supervisor of Humanities

English Teacher ~ Alexis Mojka



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Unit Overview Template

Content Area: English **Grade Level:** 11 **Unit Title:** Reputation

Unit Summary: In this unit, students will be examining the theme of reputation through Arthur Miller's *The Crucible*, and other works.

Primary Interdisciplinary Connections: Social Studies, Media Literacy

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, through the use of literature, to evaluate the importance of reputation and decide who determines it.

Learning Targets

Standards: NJSLS Language, Reading, Writing, Speaking & Listening; Technology

Anchor Standards:

Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, make effective choices for meaning or style, and comprehend more fully when reading or listening.

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.

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.

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.

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.

Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.



Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

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

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

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.

Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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.

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

Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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.



TECH.K-12.P.5 Utilize critical thinking to make sense of problems and persevere in solving them.

TECH.K-12.P.8 Use technology to enhance productivity increase collaboration and communicate effectively.

SEL.PK-12.1.4 Recognize one's feelings and thoughts

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

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

SEL.PK-12.4.3 Evaluate personal, ethical, safety, and civic impact of decisions

CPI#:	Cumulative Progress Indicator (CPI):
W.IW.11–12.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem
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

Unit Enduring Understandings:

- Mass hysteria and conformity ultimately can destroy a person's reputation.
- Electronic databases can and should be used for research purposes when working with literary criticism.
- Writing is a process that involves editing and revision.
- Writing is often reflective, as in the case of Arthur Miller, whose play, *The Crucible*, is meant to be a comparison to McCarthyism in the 1950s.

Unit Learning Targets:



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Students will be able to analyze and evaluate literary criticism, identify poetic structure, utilize the internet to publish writing and determine the importance of a person's reputation through various literary works and writing.



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Evidence of Learning

Summative Assessment: Upon completion of this unit, students will be able to identify key themes in literature, evaluate literary criticism, and utilize technology to publish their writing. They will demonstrate their knowledge by writing an essay in response to a piece of literary criticism on Arthur Miller's *The Crucible.*

Equipment Needed: laptops, access to Ebscohost and other online databases

Teacher Resources: Copy of Arthur Miller's *The Crucible*, copy of Gwendolyn Brook's "We Real Cool," laptops, projector

Formative Assessments:

- blog entries
- summaries of online journal articles
- rough draft of an essay
- quizzes
- discussion boards
- exit cards
- pre-trial worksheets
- comprehension questions
- timed writing assignments
- reading comprehension questions
- graphic organizers
- Albert.io



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Lesson Plans	
Lesson	Time Frame
Lesson 1 Mass Hysteria: Mock Trial	42 minutes per day/4 days
Lesson 2 "We Real Cool"	42 minutes per day/1 day
Lesson 3 Online Databases and Literary Criticism	42 minutes per day/5 days
Teacher Notes: For lesson three, students will need usernames and passwords for the online databases.	

Curriculum Development Resources/Technology Resources:

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

http://www.springfieldschools.com/library/databases/index.html

http://search.ebscohost.com

http://www.poets.org/viewmedia.php/prmMID/15433

http://learning.blogs.nytimes.com/2010/10/04/in-any-case-conducting-a-mock-trial/?_php=true&_type=blogs&_r=0

albert.io



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Lesson Plan 1 Template

Content Area: English Lesson Title: Mass Hysteria: Mock Trial Time Frame: 42 minutes per day/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

Integration of Technology:

Internet blogs, resources, YouTube videos

Equipment Needed:

Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Determine the differences between the current judicial system and the one used during the Salem Witch Trials • Understand the basic procedures in US courts • Demonstrate command of the conventions of standard English grammar and usage when speaking. • Present information, findings, and supporting evidence such that classmates can follow the line of reasoning • Work with peers to promote civil, democratic discussions	Lesson Sequence • For their do now, students will reflect on the overall fairness of the witch trials in *The Crucible.* • Students will be assigned roles for a mock trial, focusing on accusations of witchcraft, only in a contemporary American court. • Students will complete outlines, creating questions, based on the witness testimonies. • Review with students the current procedure in courts today. • Orally perform trial, with students playing various	• Do Now/Writing prompt • Reflection Questions on district websites • Outline for Trial • Court Procedures Worksheet • Exit card

	roles, including witnesses, lawyers, judge, and jury members. • As an exit card, students will compare and contrast the mock trial with the witch trials in *The Crucible.* Ultimately, their focus should be on the reliability of the courts.	

Differentiation:

Mini-lesson on creating questions based on witness testimonies. Direct visual learners to YouTube for clips of various famous trials, so they better understand the procedures and roles in the court.

Resources Provided:

- Handouts on Salem Witch Trials
- List of links to video clips on court cases
- Samples of prior student work
- How-to-Sheet: Creating questions based on witness testimonies



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Lesson Plan 2 Template	
Content Area: English	Lesson Title: "We Real Cool" 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:

Students will publish their completed poems using Google Blogs (blogger.com).
Poetry.com

Equipment Needed:

Laptops, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Examine the theme of reputation through poetry, focusing primarily on the dangers of conformity • Utilize technology to publish writing • Determine what the phrase "structure mirroring content" means, in terms of writing • Resolve the use of repetition in Brooks' poem • Create poetry that not only mirrors the structure of Brooks' poem but relates to the theme of reputation	Lesson Sequence • Students will complete do now, reflecting on if teenagers should value their reputations. • As a class read and analyze Gwendolyn Brooks' poem, "We Real Cool." • In their notebooks, students will answer how the poem's structure exemplified the emerging theme. • Students will create their own poems, following Brook's structure. Instead of pool players, like in the poem, they will base theirs on a high school group that they feel is stereotyped.	• Do Now entry in the journal • Discussion questions • Worksheet determining what poetic terms students already know • Summarizing poems • Discussion Board entries

	• Using Google Blogs, students will publish their poems.	

Differentiation:

Based on assessing their knowledge of poetic terms, some students will receive a reference list. Additionally, a how-to sheet will be created for using Google Blogs.

Resources Provided:

- How-to Sheet: Creating a Google Blog
- Copy of Gwendolyn Brook's "We Real Cool"
- List of Poetic Terms



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Lesson Plan 3 Template

Content Area: English Lesson Title: Online Databases and Literary Criticism Time Frame: 42 minutes per day/5 days

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

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

Interdisciplinary Connections:

Social Studies, Science, Math

Integration of Technology:

online databases available to them.

Equipment Needed:

Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand how to utilize the online databases available to them • Determine the purpose of literary criticism • Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience • Work with peers to develop ideas and strengthen writing • Gather relevant information from an online source and determine its credibility	Lesson Sequence • Students will utilize the media center to review the online databases available to them and the purpose of those sources • Using the databases, students will find a scholarly journal or review of *The Crucible* • Students will write a rough draft, responding to whether or not they agree with the writer's thesis in the article • With a group of four, students will peer edit, completing a guide to provide constructive criticism	• Online database scavenger hunt worksheet • Do now entries/ writing prompts • Rough draft of the paper • Completed Peer Editing Worksheets • Summative: Final draft of paper

	• Students will complete a final draft to be typed, printed, and turned in	

Differentiation:

Mini-lessons on how to access and navigate through several of the online databases.

Resources Provided:

- List of online databases available with usernames and passwords
- Copy of Arthur Miller's *The Crucible*
- How-To Sheet: Utilizing the databases



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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: 11	Course Title: English III
Created: updated 4/2024	Board Approved on:	



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Unit Overview Template

Content Area: English Grade Level: 11 Unit Title: English 3: Individualism

Unit Summary: English 3, College Prep, continues the progress of Balanced Literacy in the District's curriculum. The course challenges students to perform close readings while looking at the works studied through the lens of a thematic approach to literary analysis. The themes are divided by marking periods, hence the four-unit curriculum. The first Unit delves into the theme of 'Individualism,' looking at the theme and then applying it to an analysis of works such as the writings of the Transcendentalists and *The Great Gatsby*.

Primary Interdisciplinary Connections:

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

Unit Rationale: This unit will serve as means by which students will develop the skills of communication; effective reading, effective writing, and effective speaking. Students will hone their writing skills in this unit and will look closely at the author's intent, overall plot, character development or theme development, setting, tone, and mood.

Learning Targets

Standards: NJSLS Language, Reading, Writing, Speaking and Listening, and Technology

Anchor Standards:

System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

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.

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.



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.

Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.

Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

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

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

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.

Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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.

Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.



Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to the task, purpose, and audience.

TECH.K-12.P.5 Utilize critical thinking to make sense of problems and persevere in solving them.

TECH.K-12.P.8 Use technology to enhance productivity increase collaboration and communicate effectively.

SEL.PK-12.1.1 Recognize one's feelings and thoughts

SEL.PK-12.3.2 Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

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

CPI#:	Cumulative Progress Indicator (CPI):
L.VL.11–12.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.11–12.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
W.IW.11–12.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SL.PE.11–12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Content Statements: The course relies heavily on reading and interpreting Elements of Fiction while applying the thematic approach to the works studied. This unit investigates the theme of Individualism, and hopes to elicit from the students prior knowledge of theme, applications and context for the theme, and close reading of the works studied, as well as real world application and connections to the theme.



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Unit Essential Questions:

- What is the meaning of 'Individualism'?
- What is the role of nonconformity in society?
- What does materialism have to do with modern life?
- What is the purpose of the essay, "Self-Reliance?"
- How relevant are the concepts of individualism and self-reliance in today's world?
- What does it mean to reinvent oneself?
- How does *The Great Gatsby* serve as a metaphor for the American Experience and the founding of the country?

Unit Enduring Understandings:

- The unit will expose students to a view of individualism, which will be explored, and then applied to the readings for the marking period. The students will apply the lens of this theme to their broader understanding of the theme, and analyze the works read through the Elements of Fiction as well as the theme of individualism.
- This unit will help students begin to see literary works within the context of their time, and how literature reflects as well as informs culture.
- Students will begin to react to works more critically than before, developing a writing style that is unique to them, and which will enhance their ability to create effective prose writing on assigned topics related to the works.

Unit Learning Targets:

Students will be able to define individualism, and apply an understanding of that concept to the works read and studied during this unit. They will be able to react to literature, discern syntactic differences, and identify the details of the context in which the works were written.

The students will be able to demonstrate critical thinking through character analysis, and theme exploration, and discuss aspects of the American Dream cogently.



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Evidence of Learning

Summative Assessment: Tests on readings and an essay on the theme of Individualism

Equipment Needed: books, notebooks, laptops, DVD, DVD player

Teacher Resources: internet sources on cultural and contextual background information

Formative Assessments:

- journal entries; daily notebook writing responses
- class discussions
- quizzes on reading assignments
- Collaborative work on background topics for context
- Presentations of information learned about Prohibition, The Jazz Age, Fitzgerald, Speak-Easies, The Stock Market and new money, old money, life in the 1920s, et.al
- position paper on individualism
- posters based on quotations selected from "Self-Reliance"



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Lesson Plans	
Lesson	Time Frame
Lesson 1 Transcendentalism and "Self-Reliance"	10 days
Lesson 2 *The Great Gatsby* and the social context	30 days
Lesson 3 Position paper of a character in *The Great Gatsby*	5 days
Teacher Notes: The unit is 45 days, and covers the marking period, with a focus on the theme of Individualism. Many works are covered, analyzed through the lens of Elements of Fiction, and related to the theme.	
Curriculum Development Resources/Technology Resources: Click the links below to access additional resources used to design this unit: http://www.neabigread.org/books/greatgatsby/teachers-guide/schedule-lesson-plans/ http://www.neabigread.org/teachers_guides/lesson_plans/greatgatsby/gatsbylesson09.pdf http://www.webenglishteacher.com/emerson.htm http://www.discoveryeducation.com/teachers/free-lesson-plans/the-great-gatsby.cfm	



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Lesson Plan 1 Template

Content Area: English III Title: "Transcendentalism and "Self-Reliance" Time Frame: 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, histor, and sociology.

Integration of Technology:

Use of laptops, online resources, word processing

Equipment Needed:

Laptops, paper, materials for creating posters

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Interpret quotes • Identify issues of contemporary concern • Identify target audience • Select appropriate art/images to pair with a quote • Design poster • Present poster • Assess posters based on effectiveness	Lesson Sequence • Students will read, analyze, and discuss key topics found in Emerson's essay • Students will work in small groups to identify an issue in contemporary schools and associate a quote from the essay to that issue • Students will devise a way to represent the issue in a positive way, using as the basis a quote from the essay • Students will compose a layout design to match the integration of the quote with the issue identified • Students will present the posters to the class, justifying	• Discussions • Selected quotes • Application of quote to issue • Posters • Assessment of the effectiveness of posters (class rubric)

	their choice of quote and visual imagery • Students will assess the posters as to their effectiveness in positively addressing the contemporary issue	

Differentiation:

Students may create the posters while sharing and applying particular strengths and applying particular talents. S+ome may draw, some may print, and others may select an issue and apply research to their product.

Resources Provided:

- laptops
- art supplies
- paper
- access to essay



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Lesson Plan 2 Template

Content Area: English

Lesson Title: *The Great Gatsby* and the social context

Time Frame: 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, Philosophy

Integration of Technology:

Use of Laptops for pre-reading information and research on topics such as The Jazz Age, Prohibition, life in 1920s, the impact of The Stock Market, money and its impact on culture and related topics.

Equipment Needed:

laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify key issues and historical information that will provide a context for the book. • Research, and select key elements to share with the class about life in the 1920s in America, particularly in NYC. • Apply details found through research of the times to a report to the class, fine-tuned to a sub-topic assigned. • Formulate questions on each topic to share with the group reporting.	Lesson Sequence • Students will research topics associated with the 20s • Students will share insights and discuss in small groups how the 20s stand out as a unique decade • Students will build on prior knowledge and make connections between historical information and elements to be found in the book • Students will present information gleaned in small groups to the class as a whole, highlighting aspects that will relate to the story.	• Research on related topics such as The Jazz Age, Prohibition, Flappers, life in the 1920s, The Stock Market, new money, old money, the impact of cars, et.al. • Group work to fine-tune a report on the assigned topic (From above) • Presentation of mini-reports on topics to class • Thought-provoking questions presented by each student, answered by groups presenting

Differentiation:



This assignment will appeal to students with special interests in such topics as cars, or special talents (music) or students with learning limitations will be assigned to areas in which they can contribute their strengths.

Resources Provided:

- Internet resources
- topics to be addressed
- support during research



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Lesson Plan 3 Template

Content Area: English | Lesson Title: Position Paper on Character Analysis | Time Frame: 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:

History and Psychology

Integration of Technology:

Use of Internet and word processing for pre-writing and final project

Equipment Needed:

laptops
online resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Research and analyze a character from the book • Demonstrate how the selected character projects indicate individualism • Use textual evidence to promote the argument that the character demonstrates individualism, within the context of the book and the cultural setting and context of the story.	Lesson Sequence • Research context • Select a character • Relate character qualities to individualism • Write a draft of the paper, citing the text • Revise • Peer edit • Final draft	• Research points, notes • Discussion • First draft • Final draft

Differentiation:

Students will have choice and control of the topic relating to the thesis and character selected.



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Resources Provided:

- books
- laptops



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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: 11	Course Title: English 3
Created: 4/2024	Board Approved on:	



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Unit Overview Template

Content Area: English **Grade Level:** 11 **Unit Title:** English 3: Responsibility

Unit Summary: The third unit of four for English 3 CP, uses as its overriding theme the theme of responsibility. The works studied during this unit, or marking period, include *Hamlet*, Essays such as the Queen Elizabeth I speech before battle, and "Civil Disobedience." All works will be looked at through the lens of a theme focused on responsibility. *Hamlet*, as a major piece of the Canon, is an important part of a high school education, and is read, seen and discussed in a context of Cultural Literacy. This, along with the other works, challenge the students to assume active participation in their own lives through responsibility.

Primary Interdisciplinary Connections:

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 develops the skills of communication, effective reading, reading between the lines, and writing and speaking, while exploring the world through a thematic lens. This unit enhances what has gone before, and builds on prior knowledge, reinforcing those skills so necessary for the 21st century. Students will reflect on author's intent, readers' inferences, and other elements of fiction as tone, mood, character development and setting. The unit looks at works from previous centuries, and the writing styles will be compared and contrasted.

Learning Targets

Standards: NJSLS Language, Reading, Writing, Speaking and Listening, and Technology

Anchor Standards:

Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

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.

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.

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.



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.

Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.

Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

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.

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

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

Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to the task, purpose, and audience.

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

TECH.K-12.P.5 Utilize critical thinking to make sense of problems and persevere in solving them.

TECH.K-12.P.8 Use technology to enhance productivity increase collaboration and communicate effectively.



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SEL.PK-12.1.3 Recognize one's personal traits, strengths, and limitations

SEL.PK-12.1.4 Recognize the importance of self-confidence in handling daily tasks and challenges

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

Content Statements: The unit continues the reliance on reading and interpreting works through the Elements of Fiction, and applying the thematic approach to the works studied. This unit looks deeply at responsibility and encourages students to reflect on the theme as it also applies to them, as students about to embark on the world outside of high school. Their prior knowledge of Shakespeare will aid them as they make sense of *Hamlet*, and apply the universal truths found in that work to today, with all the implications that suggests.

CPI#:	Cumulative Progress Indicator (CPI):
L.VI.11–12.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
W.AW.11–12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.IW.11–12.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Unit Enduring Understandings:

- Responsibility is multifaceted
- Moral responsibility is an important component of life in society
- Accountability is tied to responsibility

Unit Learning Targets:

Students will analyze the role of responsibility through the readings for the unit, linking responsibility and accountability and defining such terms as 'hero,' 'responsibility,' reason,' et.al. Students will look through the lens of the works studied, particularly *Hamlet*, for a greater analysis of the link between action and thought.



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Evidence of Learning

Summative Assessment: Position paper on *Hamlet*, relating the main character to the theme of responsibility. Students will write about Hamlet's responsibility. DI would include a choice as to what responsibility the students may wish to write about. They may choose to write about his overall responsibility to avenge his father's death or write a limited interpretation of the prompt to be about his role towards Ophelia.

Equipment Needed: laptops, *Hamlet* texts, printers

Teacher Resources: text, laptops

Formative Assessments:

- discussions
- daily notebook responses to writing prompts
- writing portfolios
- analysis of texts
- comparison between movie and text
- character analysis
- famous lines study
- computer assisted learning and research on context and study guides
- quizzes on reading
- class readings
- daily notes on plot progression



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Lesson Plans	
Lesson	Time Frame
Lesson 1 Hamlet: Hero?	5-10 days
Lesson 2 2B or not 2B?	2-3 days
Lesson 3 News report on the day after	3 days
Teacher Notes: *Hamlet* is the main piece of literature studied during this unit. However, other pieces are also studied and are also linked to the theme of responsibility.	
Curriculum Development Resources/Technology Resources: Click the links below to access additional resources used to design this unit: http://www.folger.edu/Content/Teach-and-Learn/Teaching-Resources/Audio--Video/Insiders-Guide/Hamlet-Insiders-Guide.cfm http://www.folger.edu/eduLesPlanDtl.cfm?lpid=920	



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Lesson Plan 1 Template

Content Area: English | Lesson Title: Hamlet: Hero? | Time Frame: 4-5 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:

Philosophy, history, cultural literacy

Integration of Technology:

digital resources for context and information about the play

Equipment Needed:

Laptops, texts

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Anticipate the play's essential purpose • create a list of words students associate with "hero" • Create a scenario or two that projects an image of a hero, and prepare to act it out. • Evaluate the qualities demonstrated in the skits • Create a list of words to describe a hero. • Apply words to create a scenario that depicts heroism in groups, and create 2nd scenario • Present scenarios, noting qualities depicted.	Lesson Sequence • Pre-reading activity: View the Folger video, "Hamlet's Journey," and review the section where the play's dramaturg, Michele Osherow, discusses Hamlet as either a hero or an anti-hero (3:55 - 4:30). In particular, highlight her point that one of the things she thinks defines him as a hero is that, for Hamlet, "it's difficult for him to kill." • After viewing the clip, facilitate a discussion where students offer their thoughts about the video. Ask them for adjectives and phrases about what they think a hero	• Discussion • Reaction to video • Group work • Skits that enact heroism • Reflection/discussion of the term • List of words ascribed to heroes • Journal entries

	is; write these down on the board. • Have students break into small groups and, using the words and phrases they just generated, have them develop two short, contrasting scenarios where they act out a scene of heroism. Encourage them to think broadly and imaginatively and to take risks; any scenario can work. • When they've done this, have the groups play one scene. Go around the room, and, when everyone has performed, begin again with their second scenario. • Have groups share their written definitions of what makes a hero, and retain these lists for future reference while reading the play	

Differentiation:
Choice within the group for role-playing; and writing.

Resources Provided:
- video
- laptops



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Lesson Plan 2 Template

Content Area: English | Lesson Title: 2B or not 2B? | Time Frame: 2-3 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, Communication, Cultural Literacy

Integration of Technology:

laptops
texts

Equipment Needed:

laptops, soliloquy

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Read and interpret a soliloquy • Translate speech into modern language • Transcribe it into text messaging • Relate the probability that the speech is intended to be overheard with the impact that has on language • Discuss topics covered in the speech • Relate the connection between intentionally overheard language with private text messages • Discern the differences possible in language between	Lesson Sequence • Students will read in play, and translate the famous "To be or not to be" soliloquy • Students will then transcribe, in small groups, the lines into text message communication • Students will then share and compare their work with the other groups. • Students will assess which group came closest to Shakespeare's intention • Students will then discuss how this speech was intended to be overheard, and how the audience informs language, making	• Group work • Translations • text message translations • Connections made between intentional public and private language • Overall success with lang • usage presented

what is meant to be private thoughts with public speaking to be overheard.	the connection to modern times • Students will analyze why Shakespeare's language is more nuanced and beautiful, and what might have been his intentions in speaking as he did.	

Differentiation:
group work, student choice within the group

Resources Provided:
- *Hamlet* text
- Laptops



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Lesson Plan 3 Template

Content Area: English Lesson Title: Elsinore Times: The day after Time Frame: 3 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, History, Communications

Integration of Technology:

laptops, research, and writing

Equipment Needed:

laptops, texts

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Re-read and analyze the final scene of the play • List deaths that occur • Describe actions and events • Sequence events • Anticipate the outcome at the end • Work together to formulate notes for a news article • Prewrite • Write a news article about the events as though they happened yesterday • Word process article and design layout, with the headline • Present the article to class	Lesson Sequence • Re-read the last scene • Identify the characters who have died • Create a chart that will help with writing a news story of the events • Identify and describe the who, what, when, where, and why of the ending • In groups, create a news story. The news story will follow the inverted pyramid structure, and will tell of the events of the day Hamlet died, as well as the other characters, and what will now happen in Denmark as a result of these actions/events.	• Charts • Character lists • Outline for article • Article • Revision and editing • The layout of the news story, with the headline • Presentation to class



Differentiation:

choice of role in group work, shared expectations

Resources Provided:

- texts of *Hamlet*
- laptops



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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: 11	Course Title: English 3
Created: Updated 4/2024	Board Approved on:	



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Unit Overview Template

Content Area: English **Grade Level:** 11 **Unit Title:** Social Activism

Unit Summary: In this unit, students will be examining the theme of social activism through Tim O'Brien's "The Things They Carried, Martin Luther King Jr.'s "Letter From Birmingham Jail" and other various works.

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: This unit will have students examine the importance of written text, particularly in 20th/21st century America, in terms of creating social change.

Learning Targets

Standards: NJSLS Language, Reading, Writing, Speaking and Listening, and Technology

Content Statements:

Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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.

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.

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.

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.

Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.

Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



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.

TECH.K-12.P.5 Utilize critical thinking to make sense of problems and persevere in solving them.

TECH.K-12.P.8 Use technology to enhance productivity increase collaboration and communicate effectively.

SEL.PK-12.1.4 Recognize one's feelings and thoughts

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

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

SEL.PK-12.4.3 Evaluate personal, ethical, safety, and civic impact of decisions

CPI#:	Cumulative Progress Indicator (CPI):
L.VL.11–12.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
W.IW.11–12.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem
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

Unit Essential Questions:

- What does it mean to be an activist?
- How do difficult circumstances inspire social activism?
- How does a social movement begin and end?
- What is rhetoric and why is it important to understand for writers and orators?



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Unit Enduring Understandings:

- With effective use of rhetoric, writing can and often does inspire social change.
- Non-fiction writing requires an understanding of reflection, pacing, and organization.
- Social tension often galvanized poets, novelists, and lyricists.
- For conducting research projects on historical events, the reference section of the media center and online databases can be helpful tools.

Unit Learning Targets:

Students will be able to utilize the online databases for research purposes, gain the ability to use iPhoto for various projects, be able to identify various social movements and the writing associated with those times, and analyze a writer's use of effective rhetoric.



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Evidence of Learning

Summative Assessment: Upon completion of this unit, students will be able to evaluate the effectiveness of a writer's use of rhetoric, use online databases and other reference materials in the media center, and write non-fiction pieces that are organized and content-driven. They will demonstrate their knowledge by writing an essay on Tim O'Brien's *The Things They Carried.*

Equipment Needed: laptops, iPhoto

Teacher Resources: Copy of Tim O'Brien's *The Things They Carried,* Copy of Dr. Martin Luther King Jr.'s "Letter From Birmingham Jail."

Formative Assessments:

- scrapbook project
- quizzes
- discussion board entries
- exit cards
- timed writing assignments
- rhetorical analysis
- comprehension questions
- lyrical analysis
- tests
- quote analysis
- visual rhetoric responses



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Lesson Plans	
Lesson	Time Frame
Lesson 1 "Letter From Birmingham Jail"	42 minutes per day/2 days
Lesson 2 *The Things They Carried* Scrapbook Project	42 minutes per day/5 days
Lesson 3 American Social Movements	42 minutes per day/5 days

Teacher Notes: Students can access of copy of Dr. King's letter on their laptops. Students will need usernames and passwords for the available online databases. Additionally, students will need an updated copy of iPhoto on their computers.

Curriculum Development Resources/Technology Resources:

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

http://www.springfieldschools.com/library/databases/index.html

http://search.ebscohost.com

http://www.uscrossier.org/pullias/wp-content/uploads/2012/06/king.pdf

http://writingcenter.tamu.edu/2010/types-communication/academic-writing/rhetorical-analysis/



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Lesson Plan 1 Template

Content Area: English Lesson Title: "Letter From Birmingham Jail" Time Frame: 42 minutes per day/2 days

Lesson Components

21st Century Themes

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

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

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

Interdisciplinary Connections:

Social Studies

Integration of Technology:

online resources

Equipment Needed:

Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define the terms rhetoric and appeals to ethos, logos, and pathos • Gain the ability to differentiate between effective and ineffective rhetoric • Utilize the program Inspiration on their laptops to create a graphic organizer based on their analysis of a piece of writing • Determine Dr. Martin Luther King Jr.'s audience and purpose in "Letter From Birmingham Jail" • Resolve if and how writing can lead to social change	Lesson Sequence • Students will take notes, defining rhetoric and the appeals to ethos, logos, and pathos • Using the internet, read Dr. Martin Luther King Jr.'s Letter From Birmingham Jail • In the program Inspiration, students will complete a graphic organizer, separating Dr. King's rhetorical strategies in the letter • Discuss, as a class, several of the rhetorical strategies that were used • Students will reflect on an exit card whether or not Dr. King was rhetorically	• Do Now • Graphic organizer on Inspiration • Analysis questions • Comprehension questions • Exit card

	effective and, using textual evidence, explain why.	

Differentiation:

Mini-lesson on creating a graphic organizer using Inspiration. Students struggling with the concept of rhetoric will receive a handout with definitions of rhetorical strategies and examples from famous speeches.

Resources Provided:

- Copy of Dr. Martin Luther King Jr.'s "Letter From Birmingham Jail"
- How-To Sheet: Creating a graphic organizer using Inspiration
- Guiding analysis question handout
- Guiding comprehension question handout



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Lesson Plan 2 Template

Content Area: English Lesson Title: *The Things They Carried* Scrapbook Project Time Frame: 42 minutes per day/5 days

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

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

Interdisciplinary Connections:

Social Studies, Art, Digital Photography

Integration of Technology:

iPhoto to create collages
online resources

Equipment Needed:

Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand key elements of nonfiction writing such as central conflict, character revelation, use of dialogue, etc. • Decide whether they agree or disagree with Tim O'Brien's definition of truth • Utilize iPhoto to create collages to pair with the three non-fiction pieces • Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience	Lesson Sequence • Students will read the chapter titled "How to Tell a True War Story" in Tim O'Brien's "The Things They Carried" • Discuss O'Brien's definition of truth and whether or not it is sound • Students will receive a project worksheet; they must create a scrapbook of three moments they will carry with them for the rest of their lives by writing three non-fiction pieces and creating three pairing collages using iPhoto	• Quiz on The Things They Carried • Discussion boards • Literary Comprehension Questions • Non-Fiction Writing Outline • Exit Card

• Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences	• Provide student examples of non-fiction writing • Students will present their scrapbooks, including one of their three non-fiction stories to the class	

Differentiation:

Mini-lesson on utilizing Iphoto to create collages.

Resources Provided:

- How-to Sheet: Using iPhoto
- Copy of Tim O'Brien's "The Things They Carried"
- Several student examples of non-fiction writing
- Tips for non-fiction writing handout



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Lesson Plan 3 Template

Content Area: English Lesson Title: American Social Movements Time Frame: 42 minutes per day/5 days

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy

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

Interdisciplinary Connections:

Social Studies

Integration of Technology:

Students will be using the website Glogster to create an interactive, online poster, representing an important social movement in 20th-century America.

Equipment Needed:

Laptops, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Determine several key events that sparked a social movement in the 20th century • Utilize the reference section of the media center and the available online databases for research • Use technology as a tool to publish writing • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • Draw evidence from literary or informational texts to	Lesson Sequence • Students will respond to the do now question in their notebooks: what type of events lead to social movements? To be discussed as a class. • Students will be placed into groups of three to four and will receive directions for the mini-project. Using the media center and the online databases available to them students will research one of three American social movements and create an interactive online poster using Glogster (glogster.edu).	• Do Now responses • Collecting Historical Information Worksheet • Reading Comprehension Questions • Glogster Page • Exit Card

support analysis, reflection, and research.	• Using the projector, display the website for students and go over how to use it. • Students will use the reference section of the IMC and their laptops to research their topics. • Students will complete their Glogster page and present them to the class.	

Differentiation:

Mini-lessons on creating an interactive poster using Glogster and accessing the online databases.

Resources Provided:

- List of online databases available with usernames and passwords
- How-To Sheet: Creating an interactive poster using Glogster
- Handouts on the Women's Rights Movement, the Civil Rights Movement, and Vietnam War protests
- How-To Sheet: Researching using EbscoHost



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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: 11	Course Title: English III
Created: 4/2024	Board Approved on:	



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

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:

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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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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



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Accommodations and Modifications for ESL Students

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

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

What Does the Gifted and Talented Experience Look Like?

Springfield Public Schools

Mission Statement

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

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.
New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

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

- ➢ To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.

- ➢ To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences

- ➢ To promote achievement of students' best potentials and increased ability.

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

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

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

Early Childhood Center
Edward V. Walton

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

Elementary Schools
James Caldwell
Thelma L. Sandmeier

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

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

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.