



Springfield Public Schools  
Springfield, New Jersey 07081

## **English and Language Arts Strategies**

### **Curriculum Guide**

**2025**

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

*Springfield Board of Education  
Approved December 15, 2025*

# 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: 15

Introduced By: Mrs. Turnbull

Seconded By: Mrs. Murphy

Adopted: December 15, 2025

## Curriculum Adoption

To approve the following new and revised curriculum:

1. Middle School Level
  - a. Financial Literacy
2. High School
  - a. AP Calculus BC
  - b. AP Statistics - *New*
  - c. Mathematics Strategies - *New*
  - d. English and Language Arts Strategies

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 December 15, 2025 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 16<sup>th</sup> day of December 2025.

SEAL



Michelle Calas  
School Business Administrator/ Board Secretary

Michelle Calas, School Business Administrator/Board Secretary



**SPRINGFIELD PUBLIC SCHOOLS**  
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Springfield Public Schools  
Springfield, New Jersey**

**Dr. Rachel Goldberg  
Superintendent of Schools**

**Erica Scudero  
Assistant Superintendent**

**Curriculum Developed By: Mary Ellen Powers**



## **Introduction**

This template is the product of an initiative led by the New Jersey Department of Education, Office of Academic Standards, in partnership with the New Jersey Association for Supervision and Curriculum Development (NJASCD) and the New Jersey Principals and Supervisors Association (NJPSA). The project was undertaken with the assistance of New Jersey content area supervisors, curriculum coordinators, and teachers during spring-summer 2009. The goal of the project was to design exemplar unit plans and accompanying lesson plans aligned with the New Jersey Student Learning Standards that may be used by districts as models for the development of local curricula.

The Unit Overview Template, which follows, is a tool that can help districts define one unit plan of several that comprise a specific course in the curriculum for any content area. It is designed, once completed, to summarize the content and objectives for the unit, outline lessons and assessments that support the unit, and provide links to documents that facilitate delivery of the unit, such as student materials, background information, resources, and performance rubrics. To see how the units fit together in the design of a course, see the Curriculum Design Template included at the end of this document.

Seven content area Unit Overviews were created as part of the project to serve as exemplar unit plans that are aligned with the New Jersey Student Learning Standards and that assist in achieving the goal of engaging students, fostering achievement, and cultivating 21<sup>st</sup> century global skills. The units stress the integration of 21<sup>st</sup> century themes and skills, global perspectives, technology, and cross-curricular connections.

We encourage districts to use the exemplars in conjunction with the curriculum development tools and templates that emanated from this project as models for teaching and learning based on the New Jersey Student Learning Standards.



### Unit Overview Template

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |                     |    |                    |                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------------|----|--------------------|----------------|
| <b>Content Area:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | English | <b>Grade Level:</b> | 12 | <b>Unit Title:</b> | Story Elements |
| <b>Unit Summary:</b> Students will identify, analyze and utilize the different components of story elements.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |                     |    |                    |                |
| <b>Primary Interdisciplinary Connections:</b> History, Business, Science, Technology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |                     |    |                    |                |
| <b>21<sup>st</sup> Century Themes</b> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> ICT Literacy<br><input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Life and Career Skills <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Media Literacy                                                                                                                                                                                                                                                                                                   |         |                     |    |                    |                |
| <b>Unit Rationale:</b> This unit will...prepare students for close and observational reading to be used throughout the course.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |                     |    |                    |                |
| <b>Career Readiness (Standard 9):</b><br>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.<br>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.<br>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.<br>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).<br>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).<br>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. |         |                     |    |                    |                |

### Learning Targets

|                                         |                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Standards:</b> English Language Arts |                                                                                                                                                                                                                                                                                                                                                |
| <b>Content Statements:</b> NJSLS ELA    |                                                                                                                                                                                                                                                                                                                                                |
| <b>CPI#:</b>                            | <b>Cumulative Progress Indicator (CPI):</b>                                                                                                                                                                                                                                                                                                    |
| RL.11-12.1.                             | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.                                                                                                         |
| RL.11-12.2                              | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.                                                                                                |
| RL.11-12.3.                             | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).                                                                                                                          |
| RL.11-12.4.                             | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare, as well as other authors.) |



|                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RL.11-12.5.                                                                                                                                                                                                                                                               | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| RL.11-12.6                                                                                                                                                                                                                                                                | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).                                                                                         |
| L.11-12.3.                                                                                                                                                                                                                                                                | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                                                                                 |
| W.11-12.3.                                                                                                                                                                                                                                                                | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.                                                                                                                         |
| W.11-12.2.                                                                                                                                                                                                                                                                | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.                                                                               |
| <b>Unit Essential Questions:</b> <ul style="list-style-type: none"><li>• What do readers think about as they read?</li><li>• How do word choices affect meaning?</li><li>• How might being able to recognize literary features help in appreciating literature?</li></ul> |                                                                                                                                                                                                                                                                                 |
| <b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Reading expands one's understanding of the world, its people, and oneself.</li><li>• Readers use strategies to construct meaning.</li><li>• Effective readers question the text.</li></ul>   |                                                                                                                                                                                                                                                                                 |
| <b>Unit Learning Targets:</b><br>Students will identify and find supporting evidence of elements of stories.                                                                                                                                                              |                                                                                                                                                                                                                                                                                 |



### Evidence of Learning

**Summative Assessment:** 2 days

**Equipment Needed:** laptop or iPad, graphic organizers, rubric

**Teacher** laptop or iPad

**Resources:**

**Formative Assessments:**

- Homework
- Discussions
- Lesson openers
- Guided practice exercises
- Written responses
- Constructed writing
- Closure activities



### Lesson Plans

| Lesson                                  | Time Frame          |
|-----------------------------------------|---------------------|
| Lesson 1 <b>Characters and Conflict</b> | <b>3 hours/days</b> |
| Lesson 2 <b>Theme and Setting</b>       | <b>3 hours/days</b> |
| Lesson 3 <b>Plot and Climax</b>         | <b>3 hours/days</b> |

**Teacher Notes:**

Teacher will use in class resources and supplemental material to help students throughout the lessons.

**Curriculum Development Resources/Technology Resources:**

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

[https://www.nj.gov/education/standards/ela/Docs/ELA\\_InstructionalUnits\\_Grades11-12.pdf](https://www.nj.gov/education/standards/ela/Docs/ELA_InstructionalUnits_Grades11-12.pdf)

<https://www.khanacademy.org/>

<https://www.ixl.com>



### Lesson Plan 1 Template

Content Area: English Lesson Title: Characters and Conflict Time Frame: 3 hours/days

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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, Business, Science, Technology

**Integration of Technology:** iPad or laptop, Google Sheets, Google Docs

**Equipment Needed:** iPad or laptop, Google Sheets, Google Docs

| Goals/Objectives                                                                                                                                                                                                                                                     | Learning Activities/<br>Instructional Strategies                                                                                                                                          | Formative Assessment Tasks                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"><li>identify characters and their importance</li><li>find evidence revealing character traits</li><li>understand conflicts affecting characters</li><li>identify whether characters are dynamic or static</li></ul> | Lesson Sequence <ol style="list-style-type: none"><li>Homework check</li><li>Lesson opener</li><li>Guided practice exercises</li><li>Written responses</li><li>Closure activity</li></ol> | <ul style="list-style-type: none"><li>Completion of a reading task or close reading and responses</li><li>Completion of writing tasks or exercises</li><li>Review and editing of work</li></ul> |
| <b>Differentiation:</b><br>Reading selections, extra time, individual or small group discussion, and facilitation                                                                                                                                                    |                                                                                                                                                                                           |                                                                                                                                                                                                 |
| <b>Resources Provided:</b> <ul style="list-style-type: none"><li>graphic organizers</li><li>note taking organizers</li><li>rubrics</li></ul>                                                                                                                         |                                                                                                                                                                                           |                                                                                                                                                                                                 |



### Lesson Plan 2 Template

Content Area: English      Lesson Title: Theme and Setting      Time Frame: 3 hours/days

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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, Business, Science, Technology

**Integration of Technology:** iPad or laptop, Google Sheets, Google Docs

**Equipment Needed:** iPad or laptop, Google Sheets, Google Docs

| Goals/Objectives                                                                                                                                                                                                                                                                                                                                                                                | Learning Activities/<br>Instructional Strategies                                                                                                                                                               | Formative Assessment Tasks                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>• identify themes</li> <li>• find evidence supporting themes</li> <li>• identify major plot points</li> <li>• create graphic representations of plot elements</li> <li>• understand the importance of setting</li> <li>• find evidence of setting, supporting mood</li> <li>• find evidence of the setting, affecting the plot</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>1. Homework check</li> <li>2. Lesson opener</li> <li>3. Guided practice exercises</li> <li>4. Written responses</li> <li>5. Closure activity</li> </ol> | <ul style="list-style-type: none"> <li>• Completion of a reading task or close reading and responses</li> <li>• Completion of writing tasks or exercises</li> <li>• Review and editing of work</li> </ul> |
| <b>Differentiation:</b><br>Reading selections, extra time, individual or small group discussion, and facilitation                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                |                                                                                                                                                                                                           |



**Resources Provided:**

- graphic organizers
- note taking organizers
- rubrics



### Lesson Plan 3 Template

Content Area: English      Lesson Title: Plot and Climax      Time Frame: 3 hours/days

#### Lesson Components

##### 21<sup>st</sup> Century Themes

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

##### 21<sup>st</sup> 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, Business, Science, Technology

**Integration of Technology:** iPad or laptop, Google Sheets, Google Docs

**Equipment Needed:** iPad or laptop, Google Sheets, Google Docs

| Goals/Objectives                                                                                                                                                                                                                                                                                      | Learning Activities/<br>Instructional Strategies                                                                                                                                                | Formative Assessment Tasks                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>understand the importance of setting</li> <li>find evidence of setting, supporting mood</li> <li>find evidence of the setting, affecting the plot</li> <li>find significant plot elements: rising action, climax, and falling action</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Homework check</li> <li>Lesson opener</li> <li>Guided practice exercises</li> <li>Written responses</li> <li>Closure activity</li> </ol> | <ul style="list-style-type: none"> <li>Completion of a reading task or close reading and responses</li> <li>Completion of writing tasks or exercises</li> <li>Review and editing of work</li> </ul> |
| <b>Differentiation:</b><br>Reading selections, extra time, individual or small group discussion, and facilitation                                                                                                                                                                                     |                                                                                                                                                                                                 |                                                                                                                                                                                                     |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>graphic organizers</li> <li>note taking organizers</li> <li>rubrics</li> </ul>                                                                                                                                                      |                                                                                                                                                                                                 |                                                                                                                                                                                                     |



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

### Curriculum Design Template

|                                   |                           |                                   |
|-----------------------------------|---------------------------|-----------------------------------|
| <b>Content Area:</b> English      | <b>Grade Level:</b> 12    | <b>Unit Title:</b> Story Elements |
| <b>Created:</b> Mary Ellen Powers | <b>Board Approved on:</b> |                                   |



### Unit Overview Template

**Content Area:** English      **Grade Level:** 12      **Unit Title:** Writing Responses

**Unit Summary:** Students will learn how to write responses thoroughly and effectively.

**Primary Interdisciplinary Connections:** Career Readiness, Life Skills

**21<sup>st</sup> 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:** Being able to analyze elements of a story help in understanding what is written.

#### Career Readiness (Standard 9):

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

### Learning Targets

**Standards:** English Language Arts

**Content Statements:** English

**CPI#:**      **Cumulative Progress Indicator (CPI):**

|             |                                                                                                                                                                                                                                                                                                                                               |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RL.11-12.1. | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.                                                                                                        |
| RL.11-12.2  | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.                                                                                               |
| RL.11-12.3. | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).                                                                                                                         |
| RL.11-12.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.) |
| RL.11-12.5. | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or                                                                                                                                                                   |



|            |                                                                                                                                                                                                   |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.                                                                                               |
| RL.11-12.6 | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).           |
| L.11-12.3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| W.11-12.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.                                           |
| W.11-12.2. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |

**Unit Enduring Understandings:**

- Can a fictional story be "true"?
- What can we learn from fiction?
- Writers have a purpose for writing.
- Writing is a multi-stage process.
- What strategies should be used to craft effective writing?
- Why am I writing? For whom?

**Unit Learning Targets:**

Students will find evidence supporting responses to writing prompts and be able to organize and write constructed responses.



### Evidence of Learning

**Summative Assessment:** 2 days

**Equipment Needed:** laptop or iPad, graphic organizers, rubric

**Teacher** laptop or iPad

**Resources:**

**Formative Assessments:**

- Homework
- Discussions
- Lesson openers
- Guided practice exercises
- Written responses
- Constructed writing
- Closure activities



### Lesson Plans

| Lesson                            | Time Frame          |
|-----------------------------------|---------------------|
| Lesson 1 <b>Reading Fiction</b>   | <b>3 hours/days</b> |
| Lesson 2 <b>Reading Responses</b> | <b>3 hours/days</b> |
| Lesson 3 <b>Narrative Writing</b> | <b>3 hours/days</b> |

**Teacher Notes:**

Teacher will use in class resources and supplemental material to help students throughout the lessons.

**Curriculum Development Resources/Technology Resources:**

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

[https://www.nj.gov/education/standards/ela/Docs/ELA\\_InstructionalUnits\\_Grades11-12.pdf](https://www.nj.gov/education/standards/ela/Docs/ELA_InstructionalUnits_Grades11-12.pdf)

<https://www.khanacademy.org/>

<https://www.ixl.com>



### Lesson Plan 1 Template

Content Area: English      Lesson Title: Reading Fiction      Time Frame: 3 hours/days

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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, Business, Science, Technology

**Integration of Technology:** iPad or laptop, Google Sheets, Google Docs

**Equipment Needed:** iPad or laptop, Google Sheets, Google Docs

| Goals/Objectives                                                                                                                                              | Learning Activities/<br>Instructional Strategies                                                                                                                                                | Formative Assessment Tasks                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>understand story elements in prose readings</li> <li>read and understand an author's purpose</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Homework check</li> <li>Lesson opener</li> <li>Guided practice exercises</li> <li>Written responses</li> <li>Closure activity</li> </ol> | <ul style="list-style-type: none"> <li>Completion of a reading task or close reading and responses</li> <li>Completion of writing tasks or exercises</li> <li>Review and Editing of work</li> </ul> |
| <b>Differentiation:</b><br>Reading selections, extra time, individual or small group discussion, and facilitation                                             |                                                                                                                                                                                                 |                                                                                                                                                                                                     |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>graphic organizers</li> <li>note taking organizers</li> <li>rubrics</li> </ul>              |                                                                                                                                                                                                 |                                                                                                                                                                                                     |



### Lesson Plan 2 Template

Content Area: English      Lesson Title: Reading Responses      Time Frame: 3 hours/days

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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, Business, Science, Technology

**Integration of Technology:** iPad or laptop, Google Sheets, Google Docs

**Equipment Needed:** iPad or laptop, Google Sheets, Google Docs

| Goals/Objectives                                                                                                                                                              | Learning Activities/<br>Instructional Strategies                                                                                                                                                | Formative Assessment Tasks                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>understand the purpose of question prompts</li> <li>find supporting evidence to support responses to prompts</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Homework check</li> <li>Lesson opener</li> <li>Guided practice exercises</li> <li>Written responses</li> <li>Closure activity</li> </ol> | <ul style="list-style-type: none"> <li>Completion of a reading task or close reading and responses</li> <li>Completion of writing tasks or exercises</li> <li>Review and Editing of work</li> </ul> |
| <b>Differentiation:</b><br>Reading selections, extra time, individual or small group discussion, and facilitation                                                             |                                                                                                                                                                                                 |                                                                                                                                                                                                     |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>graphic organizers</li> <li>note taking organizers</li> <li>rubrics</li> </ul>                              |                                                                                                                                                                                                 |                                                                                                                                                                                                     |



### Lesson Plan 3 Template

Content Area: English      Lesson Title: Narrative Writing      Time Frame: 3 hours/days

#### Lesson Components

##### 21<sup>st</sup> Century Themes

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

##### 21<sup>st</sup> 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, Business, Science, Technology

**Integration of Technology:** iPad or laptop, Google Sheets, Google Docs

**Equipment Needed:** iPad or laptop, Google Sheets, Google Docs

| Goals/Objectives                                                                                                                                                                                                                                                                                  | Learning Activities/<br>Instructional Strategies                                                                                                                                                | Formative Assessment Tasks                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>understand writing narrative writing prompts related to the story</li> <li>create sufficient supporting evidence to support writing</li> <li>organize ideas and write an appropriate logical response which relates to the story</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Homework check</li> <li>Lesson opener</li> <li>Guided practice exercises</li> <li>Written responses</li> <li>Closure activity</li> </ol> | <ul style="list-style-type: none"> <li>Completion of reading task or close reading and responses</li> <li>Completion of writing task or exercises</li> <li>Review and Editing of work</li> </ul> |
| <b>Differentiation:</b><br>Reading selections, extra time, individual or small group discussion and facilitation                                                                                                                                                                                  |                                                                                                                                                                                                 |                                                                                                                                                                                                  |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>graphic organizers</li> <li>note taking organizers</li> <li>rubrics</li> </ul>                                                                                                                                                  |                                                                                                                                                                                                 |                                                                                                                                                                                                  |



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

### Curriculum Design Template

|                              |                           |                                    |
|------------------------------|---------------------------|------------------------------------|
| <b>Content Area:</b> English | <b>Grade Level:</b> 12    | <b>Unit Title:</b> Reading Fiction |
| <b>Created:</b>              | <b>Board Approved on:</b> |                                    |



### Unit Overview Template

**Content Area:** English      **Grade Level:** 12th      **Unit Title:** History  
 Informational  
 Reading

**Unit Summary:** Students will practice informational reading through historical context.

**Primary Interdisciplinary Connections:** Social Studies

**21<sup>st</sup> 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:** Students will practice informational reading through historical context by understanding, analyzing and responding to the context through writing and research.

**Career Readiness (Standard 9):**

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

### Learning Targets

**Standards:** English Language Arts

**Content Statements:** NJSLS ELA

**CPI#:**      **Cumulative Progress Indicator (CPI):**

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).



|             |                                                                                                                                                                                                                                                                                                                                               |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RL.11-12.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.) |
| RL.11-12.5. | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.                                                               |
| RL.11-12.6  | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).                                                                                                                                                       |
| L.11-12.3.  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                                                                                                                                               |
| W.11-12.3.  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.                                                                                                                                                                                       |
| W.11-12.2.  | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.                                                                                                                                             |

**Unit Enduring Understandings:**

- Some text requires reading and rereading.
- Writing is a multi-stage process.
- How do writers begin?
- Reading expands one's understanding of the world, its people and oneself.
- Authors write with different purposes in mind.

**Unit Learning Targets:**

Students will be able to recognize writing conventions and reading methods that vary for different genres of informational text.



### Evidence of Learning

**Summative Assessment:** 2 days

**Equipment Needed:** laptop or iPad, graphic organizers, rubric

**Teacher** laptop or iPad

**Resources:**

**Formative Assessments:**

- Homework
- Discussions
- Lesson openers
- Guided practice exercises
- Written responses
- Constructed writing
- Closure activities



### Lesson Plans

| Lesson                                            | Time Frame   |
|---------------------------------------------------|--------------|
| Lesson 1 <b>Understanding the History Content</b> | 2 hours/days |
| Lesson 2 <b>Analyzing the Historical Content</b>  | 2 hours/days |
| Lesson 3 <b>Responding to Historical Content</b>  | 2 hours/days |

**Teacher Notes:**

Students will practice informational reading through historical context by using supplemental materials that are interdisciplinary.

**Curriculum Development Resources/Technology Resources:**

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

[https://www.nj.gov/education/standards/ela/Docs/ELA\\_InstructionalUnits\\_Grades11-12.pdf](https://www.nj.gov/education/standards/ela/Docs/ELA_InstructionalUnits_Grades11-12.pdf)

<https://www.khanacademy.org/>

<https://www.ixl.com>



### Lesson Plan 1 Template

Content Area: English      Lesson Title: Understanding the History Content      Time Frame: 2 hours/days

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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, Business, Science, Technology

**Integration of Technology:** iPad or laptop, Google Sheets, Google Docs

**Equipment Needed:** iPad or laptop, Google Sheets, Google Docs

| Goals/Objectives                                                                                                                                                                                                                                                                                         | Learning Activities/<br>Instructional Strategies                                                                                                                                                | Formative Assessment Tasks                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>understand the author's purpose in writing about the topic</li> <li>understand the intended audience</li> <li>research the context of the historical or biographical contest</li> <li>define new subject related vocabulary in the text</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Homework check</li> <li>Lesson opener</li> <li>Guided practice exercises</li> <li>Written responses</li> <li>Closure activity</li> </ol> | <ul style="list-style-type: none"> <li>Completion of reading task or close reading and responses</li> <li>Completion of writing task or exercises</li> <li>Review and Editing of work</li> </ul> |
| <b>Differentiation:</b><br>Reading selections, extra time, individual or small group discussion and facilitation                                                                                                                                                                                         |                                                                                                                                                                                                 |                                                                                                                                                                                                  |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>graphic organizers</li> <li>note taking organizers</li> <li>rubrics</li> </ul>                                                                                                                                                         |                                                                                                                                                                                                 |                                                                                                                                                                                                  |



### Lesson Plan 2 Template

Content Area: English      Lesson Title: Analyzing the Historical Content      Time Frame: 2 hours/days

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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, Business, Science, Technology

**Integration of Technology:** iPad or laptop, Google Sheets, Google Docs

**Equipment Needed:** iPad or laptop, Google Sheets, Google Docs

| Goals/Objectives                                                                                                                                                                                                     | Learning Activities/<br>Instructional Strategies                                                                                                                                                | Formative Assessment Tasks                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>understand the author's purpose</li> <li>find facts and evidence within the reading to support short responses</li> <li>create a timeline of events</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Homework check</li> <li>Lesson opener</li> <li>Guided practice exercises</li> <li>Written responses</li> <li>Closure activity</li> </ol> | <ul style="list-style-type: none"> <li>Completion of reading task or close reading and responses</li> <li>Completion of writing task or exercises</li> <li>Review and Editing of work</li> </ul> |
| <b>Differentiation:</b><br>Reading selections, extra time, individual or small group discussion and facilitation                                                                                                     |                                                                                                                                                                                                 |                                                                                                                                                                                                  |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>graphic organizers</li> <li>note taking organizers</li> <li>rubrics</li> </ul>                                                                     |                                                                                                                                                                                                 |                                                                                                                                                                                                  |



### Lesson Plan 3 Template

Content Area: English      Lesson Title: Responding to Historical Content      Time Frame: 2 hours/days

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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, Business, Science, Technology

**Integration of Technology:** iPad or laptop, Google Sheets, Google Docs

**Equipment Needed:** iPad or laptop, Google Sheets, Google Docs

| Goals/Objectives                                                                                                                                                                                                                                                                  | Learning Activities/<br>Instructional Strategies                                                                                                                                                | Formative Assessment Tasks                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>understand the author's purpose</li> <li>understand the subject content vocabulary</li> <li>write a constructed response to a topic related prompt</li> <li>use and cite facts, details, and evidence in writing</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Homework check</li> <li>Lesson opener</li> <li>Guided practice exercises</li> <li>Written responses</li> <li>Closure activity</li> </ol> | <ul style="list-style-type: none"> <li>Completion of reading task or close reading and responses</li> <li>Completion of writing task or exercises</li> <li>Review and Editing of work</li> </ul> |
| <b>Differentiation:</b><br>Reading selections, extra time, individual or small group discussion and facilitation                                                                                                                                                                  |                                                                                                                                                                                                 |                                                                                                                                                                                                  |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>graphic organizers</li> <li>note taking organizers</li> <li>rubrics</li> </ul>                                                                                                                                  |                                                                                                                                                                                                 |                                                                                                                                                                                                  |



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

### Curriculum Design Template

|                              |                           |                                                  |
|------------------------------|---------------------------|--------------------------------------------------|
| <b>Content Area:</b> English | <b>Grade Level:</b> 12    | <b>Unit Title:</b> History Informational Reading |
| <b>Created:</b>              | <b>Board Approved on:</b> |                                                  |



### Unit Overview Template

**Content Area:** English      **Grade Level:** 12      **Unit Title:** Science Informational Reading

**Unit Summary:** In this unit, students learn how to read and understand a variety of science-based informational texts. They practice identifying key ideas, interpreting scientific vocabulary, and analyzing text features such as diagrams, charts, and data visuals.

**Primary Interdisciplinary Connections:** Science

**21<sup>st</sup> 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 is designed to develop students' ability to read, analyze, and evaluate informational texts within the context of science.

**Career Readiness (Standard 9):**

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

### Learning Targets

**Standards:** English Language Arts

**Content Statements:** NJSLS ELA

**CPI#:**      **Cumulative Progress Indicator (CPI):**

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on



|             |                                                                                                                                                                                                                                                                                 |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             | meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)                                                                                                          |
| RL.11-12.5. | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| RL.11-12.6  | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).                                                                                         |
| L.11-12.3.  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                                                                                 |
| W.11-12.3.  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.                                                                                                                         |
| W.11-12.2.  | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.                                                                               |

**Unit Enduring Understandings:**

- Reading expands understanding of the world, its people and oneself.
- Authors write with different purposes in mind.
- Visual materials enhance understanding.

**Unit Learning Targets:**

Students will gain skills and confidence with reading and responding to technical and scientific writing which may include tables, charts, or graphs.



### Evidence of Learning

**Summative Assessment:** 2 days

**Equipment Needed:** laptop or iPad, graphic organizers, rubric

**Teacher** laptop or iPad

**Resources:**

**Formative Assessments:**

- Homework
- Discussions
- Lesson openers
- Guided practice exercises
- Written responses
- Constructed writing
- Closure activities



| Lesson Plans                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Time Frame   |
| Lesson 1 Understanding Science Informational Content                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2 hours/days |
| Lesson 2 Analyzing Science Informational Content                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2 hours/days |
| Lesson 3 Responding to Science Informational Content                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2 hours/days |
| <b>Teacher Notes:</b><br>Teachers will provide leveled texts or scaffolds (sentence starters, graphic organizers, annotations) to support diverse learners.                                                                                                                                                                                                                                                                                                                               |              |
| <b>Curriculum Development Resources/Technology Resources:</b><br><i>Click the links below to access additional resources used to design this unit:</i><br><a href="https://www.nj.gov/education/standards/ela/Docs/ELA_InstructionalUnits_Grades11-12.pdf">https://www.nj.gov/education/standards/ela/Docs/ELA_InstructionalUnits_Grades11-12.pdf</a><br><a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a><br><a href="https://www.ixl.com">https://www.ixl.com</a> |              |



### Lesson Plan 1 Template

Content Area: English Lesson Title: Understanding Science Informational Content Time Frame: 2 hours/days

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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, Business, Science, Technology

**Integration of Technology:** iPad or laptop, Google Sheets, Google Docs

**Equipment Needed:** iPad or laptop, Google Sheets, Google Docs

| Goals/Objectives                                                                                                                                                                                                                                                                 | Learning Activities/<br>Instructional Strategies                                                                                                                                          | Formative Assessment Tasks                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"><li>understand the author's purpose in writing about the topic</li><li>understand the intended audience</li><li>research the context of the science contest</li><li>define new science related vocabulary in the text</li></ul> | Lesson Sequence <ol style="list-style-type: none"><li>Homework check</li><li>Lesson opener</li><li>Guided practice exercises</li><li>Written responses</li><li>Closure activity</li></ol> | <ul style="list-style-type: none"><li>Completion of reading task or close reading and responses</li><li>Completion of writing task or exercises</li><li>Review and Editing of work</li></ul> |
| <b>Differentiation:</b><br>Reading selections, extra time, individual or small group discussion and facilitation                                                                                                                                                                 |                                                                                                                                                                                           |                                                                                                                                                                                              |
| <b>Resources Provided:</b> <ul style="list-style-type: none"><li>graphic organizers</li><li>note taking organizers</li><li>rubrics</li></ul>                                                                                                                                     |                                                                                                                                                                                           |                                                                                                                                                                                              |



### Lesson Plan 2 Template

Content Area: English      Lesson Title: Analyzing Science Informational Content      Time Frame: 2 hours/days

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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, Business, Science, Technology

**Integration of Technology:** iPad or laptop, Google Sheets, Google Docs

**Equipment Needed:** iPad or laptop, Google Sheets, Google Docs

| Goals/Objectives                                                                                                                                                                | Learning Activities/<br>Instructional Strategies                                                                                                                                                | Formative Assessment Tasks                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>understand the author's purpose</li> <li>find facts and evidence within the reading to support short responses</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Homework check</li> <li>Lesson opener</li> <li>Guided practice exercises</li> <li>Written responses</li> <li>Closure activity</li> </ol> | <ul style="list-style-type: none"> <li>Completion of reading task or close reading and responses</li> <li>Completion of writing task or exercises</li> <li>Review and Editing of work</li> </ul> |
| <b>Differentiation:</b><br>Reading selections, extra time, individual or small group discussion and facilitation                                                                |                                                                                                                                                                                                 |                                                                                                                                                                                                  |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>graphic organizers</li> <li>note taking organizers</li> <li>rubrics</li> </ul>                                |                                                                                                                                                                                                 |                                                                                                                                                                                                  |



### Lesson Plan 3 Template

|                       |                                                           |                          |
|-----------------------|-----------------------------------------------------------|--------------------------|
| Content Area: English | Lesson Title: Responding to Science Informational Content | Time Frame: 2 hours/days |
|-----------------------|-----------------------------------------------------------|--------------------------|

### Lesson Components

#### 21<sup>st</sup> Century Themes

- |                                                      |                                                                                     |
|------------------------------------------------------|-------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Global Awareness | <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy |
| <input checked="" type="checkbox"/> Civic Literacy   | <input type="checkbox"/> Health Literacy                                            |

#### 21<sup>st</sup> Century Skills

- |                                                               |                                                                           |                                                          |
|---------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------|
| <input checked="" type="checkbox"/> Creativity and Innovation | <input checked="" type="checkbox"/> Critical Thinking and Problem Solving | <input checked="" type="checkbox"/> Information Literacy |
| <input checked="" type="checkbox"/> Life and Career Skills    | <input checked="" type="checkbox"/> Communication and Collaboration       | <input checked="" type="checkbox"/> Media Literacy       |
|                                                               |                                                                           | <input type="checkbox"/> ICT Literacy                    |

**Interdisciplinary Connections:** History, Business, Science, Technology

**Integration of Technology:** iPad or laptop, Google Sheets, Google Docs

**Equipment Needed:** iPad or laptop, Google Sheets, Google Docs

| Goals/Objectives                                                                                                                                                                                                                                                                   | Learning Activities/<br>Instructional Strategies                                                                                                                                                | Formative Assessment Tasks                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>understand the author's purpose</li> <li>understand the subject specific vocabulary</li> <li>write a constructed response to a topic related prompt</li> <li>use and cite facts, details, and evidence in writing</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Homework check</li> <li>Lesson opener</li> <li>Guided practice exercises</li> <li>Written responses</li> <li>Closure activity</li> </ol> | <ul style="list-style-type: none"> <li>Completion of reading task or close reading and responses</li> <li>Completion of writing task or exercises</li> <li>Review and Editing of work</li> </ul> |
| <b>Differentiation:</b><br>Reading selections, extra time, individual or small group discussion and facilitation                                                                                                                                                                   |                                                                                                                                                                                                 |                                                                                                                                                                                                  |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>graphic organizers</li> <li>note taking organizers</li> </ul>                                                                                                                                                    |                                                                                                                                                                                                 |                                                                                                                                                                                                  |



- rubrics

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

### Curriculum Design Template

|                                   |                           |                                                  |
|-----------------------------------|---------------------------|--------------------------------------------------|
| <b>Content Area:</b> English      | <b>Grade Level:</b> 12    | <b>Unit Title:</b> Science Informational Reading |
| <b>Created:</b> Mary Ellen Powers | <b>Board Approved on:</b> |                                                  |



### Unit Overview Template

**Content Area:** English      **Grade Level:** 12      **Unit Title:** Environmental Informational Reading

**Unit Summary:** In this unit, students explore how informational texts help us understand the natural world and the environmental challenges we face.

**Primary Interdisciplinary Connections:** Science and Social Studies

**21<sup>st</sup> 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 is designed to build students' capacity to understand and analyze real-world environmental issues through informational texts.

**Career Readiness (Standard 9):**

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

### Learning Targets

**Standards:** English

**Content Statements:** NJSLS ELA

**CPI#:**      **Cumulative Progress Indicator (CPI):**

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on



|             |                                                                                                                                                                                                                                                                                 |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             | meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)                                                                                                          |
| RL.11-12.5. | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| RL.11-12.6  | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).                                                                                         |
| L.11-12.3.  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                                                                                 |
| W.11-12.3.  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.                                                                                                                         |
| W.11-12.2.  | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.                                                                               |

**Unit Enduring Understandings:**

- The intended audience can influence the format of an author's writing.
- Effective communication relies on the usage of proper forms.
- Writers have a purpose for writing.

**Unit Learning Targets:**

Students will gain skills and confidence with reading and responding to environmental focused writing which may include statistics.



### Evidence of Learning

**Summative Assessment:** 2 days

**Equipment Needed:** laptop or iPad, graphic organizers, rubric

**Teacher** laptop or iPad

**Resources:**

**Formative Assessments:**

- Homework
- Discussions
- Lesson openers
- Guided practice exercises
- Written responses
- Constructed writing
- Closure activities



| Lesson Plans                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Time Frame   |
| Lesson 1 Understanding Environmental Informational Content                                                                                                                                                                                                                                                                                                                                                                                                                                | 2 hours/days |
| Lesson 2 Analyzing Environmental Informational Content                                                                                                                                                                                                                                                                                                                                                                                                                                    | 2 hours/days |
| Lesson 3 Responding to Environmental Informational Content                                                                                                                                                                                                                                                                                                                                                                                                                                | 2 hours/days |
| <b>Teacher Notes:</b><br>Teachers will provide leveled texts or scaffolds (sentence starters, graphic organizers, annotations) to support diverse learners.                                                                                                                                                                                                                                                                                                                               |              |
| <b>Curriculum Development Resources/Technology Resources:</b><br><i>Click the links below to access additional resources used to design this unit:</i><br><a href="https://www.nj.gov/education/standards/ela/Docs/ELA_InstructionalUnits_Grades11-12.pdf">https://www.nj.gov/education/standards/ela/Docs/ELA_InstructionalUnits_Grades11-12.pdf</a><br><a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a><br><a href="https://www.ixl.com">https://www.ixl.com</a> |              |



### Lesson Plan 1 Template

Content Area: English      Lesson Title: Understanding Environmental Informational Content      Time Frame: 2 hours/days

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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, Business, Science, Technology

**Integration of Technology:** iPad or laptop, Google Sheets, Google Docs

**Equipment Needed:** iPad or laptop, Google Sheets, Google Docs

| Goals/Objectives                                                                                                                                                                                                                                                                   | Learning Activities/<br>Instructional Strategies                                                                                                                                                | Formative Assessment Tasks                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>understand the author's purpose in writing about the topic</li> <li>understand the intended audience</li> <li>research nature or environmental context</li> <li>define new subject related vocabulary in the text</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Homework check</li> <li>Lesson opener</li> <li>Guided practice exercises</li> <li>Written responses</li> <li>Closure activity</li> </ol> | <ul style="list-style-type: none"> <li>Completion of reading task or close reading and responses</li> <li>Completion of writing task or exercises</li> <li>Review and Editing of work</li> </ul> |
| <b>Differentiation:</b><br>Reading selections, extra time, individual or small group discussion and facilitation                                                                                                                                                                   |                                                                                                                                                                                                 |                                                                                                                                                                                                  |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>graphic organizers</li> <li>note taking organizers</li> <li>rubrics</li> </ul>                                                                                                                                   |                                                                                                                                                                                                 |                                                                                                                                                                                                  |



### Lesson Plan 2 Template

Content Area: English      Lesson Title: Analyzing Environmental Informational Content      Time Frame: 2 hours/days

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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, Business, Science, Technology

**Integration of Technology:** iPad or laptop, Google Sheets, Google Docs

**Equipment Needed:** iPad or laptop, Google Sheets, Google Docs

| Goals/Objectives                                                                                                                                                                                                                   | Learning Activities/<br>Instructional Strategies                                                                                                                                                | Formative Assessment Tasks                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>understand the author's purpose</li> <li>understand the author's intended audience</li> <li>find facts and evidence within the reading to support short responses</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Homework check</li> <li>Lesson opener</li> <li>Guided practice exercises</li> <li>Written responses</li> <li>Closure activity</li> </ol> | <ul style="list-style-type: none"> <li>Completion of reading task or close reading and responses</li> <li>Completion of writing task or exercises</li> <li>Review and Editing of work</li> </ul> |
| <b>Differentiation:</b><br>Reading selections, extra time, individual or small group discussion and facilitation                                                                                                                   |                                                                                                                                                                                                 |                                                                                                                                                                                                  |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>graphic organizers</li> <li>note taking organizers</li> <li>rubrics</li> </ul>                                                                                   |                                                                                                                                                                                                 |                                                                                                                                                                                                  |



### Lesson Plan 3 Template

Content Area: English      Lesson Title: Responding to Environmental Informational Content      Time Frame: 2 hours/days

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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, Business, Science, Technology

**Integration of Technology:** iPad or laptop, Google Sheets, Google Docs

**Equipment Needed:** iPad or laptop, Google Sheets, Google Docs

| Goals/Objectives                                                                                                                                                                                                                                                                   | Learning Activities/<br>Instructional Strategies                                                                                                                                                | Formative Assessment Tasks                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>understand the author's purpose</li> <li>understand the subject specific vocabulary</li> <li>write a constructed response to a topic related prompt</li> <li>use and cite facts, details, and evidence in writing</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Homework check</li> <li>Lesson opener</li> <li>Guided practice exercises</li> <li>Written responses</li> <li>Closure activity</li> </ol> | <ul style="list-style-type: none"> <li>Completion of reading task or close reading and responses</li> <li>Completion of writing task or exercises</li> <li>Review and Editing of work</li> </ul> |
| <b>Differentiation:</b><br>Reading selections, extra time, individual or small group discussion and facilitation                                                                                                                                                                   |                                                                                                                                                                                                 |                                                                                                                                                                                                  |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>graphic organizers</li> <li>note taking organizers</li> <li>rubrics</li> </ul>                                                                                                                                   |                                                                                                                                                                                                 |                                                                                                                                                                                                  |



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

### Curriculum Design Template

|                                   |                        |                                                        |
|-----------------------------------|------------------------|--------------------------------------------------------|
| <b>Content Area:</b> ELA          | <b>Grade Level:</b> 12 | <b>Unit Title:</b> Environmental Informational Reading |
| <b>Created:</b> Mary Ellen Powers |                        | <b>Board Approved on:</b>                              |



### Unit Overview Template

**Content Area:** English      **Grade Level:** 12      **Unit Title:** Editing Process

**Unit Summary:** In this unit, students learn how to strengthen their writing by applying a clear and purposeful editing process. They practice reviewing their drafts for clarity, organization, grammar, punctuation, and spelling, as well as refining word choice and sentence structure for precision and impact.

**Primary Interdisciplinary Connections:** Writing

**21<sup>st</sup> 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 is designed to help students understand that writing is a recursive process that includes careful review and revision. Mastery of the editing process enables students to communicate their ideas clearly, accurately, and effectively.

#### Career Readiness (Standard 9):

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

### Learning Targets

**Standards:** English Language Arts

**Content Statements:** NJSLs ELA

**CPI#:**      **Cumulative Progress Indicator (CPI):**

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).



|             |                                                                                                                                                                                                                                                                                                                                               |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RL.11-12.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.) |
| RL.11-12.5. | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.                                                               |
| RL.11-12.6  | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).                                                                                                                                                       |
| L.11-12.3.  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                                                                                                                                               |
| W.11-12.3.  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.                                                                                                                                                                                       |
| W.11-12.2.  | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.                                                                                                                                             |

**Unit Enduring Understandings:**

- Editing strategies help to craft effective writing.
- Words have meaning – they represent objects, ideas, situations, and feelings.
- Writing is a reflective process.

**Unit Learning Targets:**

Students will....

Identify and Correct Errors – Recognize and correct errors in grammar, punctuation, spelling, and sentence structure in their own and others' writing.

Refine Word Choice – Select precise, effective, and varied vocabulary to improve clarity and impact.

Apply Editing Strategies – Use checklists, rubrics, and other editing tools to systematically review and improve writing.

Revise for Clarity and Coherence – Reorganize sentences and paragraphs to enhance readability and logical flow.

Engage in Peer Feedback – Give and receive constructive feedback to strengthen writing collaboratively.

Produce Polished Writing – Demonstrate the ability to edit and finalize a piece of writing that meets established conventions and communicates ideas effectively.



### Evidence of Learning

**Summative Assessment:** 2 days

**Equipment Needed:** laptop or iPad, graphic organizers, rubric

**Teacher** laptop or iPad

**Resources:**

**Formative Assessments:**

- Homework
- Discussions
- Lesson openers
- Guided practice exercises
- Written responses
- Constructed writing
- Closure activities



### Lesson Plans

| Lesson                               | Time Frame          |
|--------------------------------------|---------------------|
| Lesson 1 <b>Mechanics of Writing</b> | <b>3 hours/days</b> |
| Lesson 2 <b>Effective Language</b>   | <b>3 hours/days</b> |
| Lesson 3 <b>Revision</b>             | <b>3 hours/days</b> |

**Teacher Notes:**

Teachers will provide leveled texts or scaffolds (sentence starters, graphic organizers, annotations) to support diverse learners.

**Curriculum Development Resources/Technology Resources:**

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

[https://www.nj.gov/education/standards/ela/Docs/ELA\\_InstructionalUnits\\_Grades11-12.pdf](https://www.nj.gov/education/standards/ela/Docs/ELA_InstructionalUnits_Grades11-12.pdf)

<https://www.khanacademy.org/>

<https://www.ixl.com>



### Lesson Plan 1 Template

Content Area: English      Lesson Title: Mechanics of Writing      Time Frame: 1 hour/day

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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, Business, Science, Technology

**Integration of Technology:** iPad or laptop, Google Sheets, Google Docs

**Equipment Needed:** iPad or laptop, Google Sheets, Google Docs

| Goals/Objectives                                                                                                                                                                                                                                   | Learning Activities/<br>Instructional Strategies                                                                                                                                                               | Formative Assessment Tasks                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>• write a constructed response</li> <li>• keep a list of personal writing issues to improve</li> <li>• critically examine their own writing for areas of improvement in mechanics</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>1. Homework check</li> <li>2. Lesson opener</li> <li>3. Guided practice exercises</li> <li>4. Written responses</li> <li>5. Closure activity</li> </ol> | <ul style="list-style-type: none"> <li>• Completion of reading task or close reading and responses</li> <li>• Completion of writing task or exercises</li> <li>• Review and Editing of work</li> </ul> |
| <b>Differentiation:</b><br>Reading selections, extra time, individual or small group discussion and facilitation                                                                                                                                   |                                                                                                                                                                                                                |                                                                                                                                                                                                        |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>• graphic organizers</li> <li>• note taking organizers</li> <li>• rubrics</li> </ul>                                                                                             |                                                                                                                                                                                                                |                                                                                                                                                                                                        |



### Lesson Plan 2 Template

Content Area: English      Lesson Title: Effective Language      Time Frame: 1 hour/day

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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, Business, Science, Technology

**Integration of Technology:** iPad or laptop, Google Sheets, Google Docs

**Equipment Needed:** iPad or laptop, Google Sheets, Google Docs

| Goals/Objectives                                                                                                                                       | Learning Activities/<br>Instructional Strategies                                                                                                                                                | Formative Assessment Tasks                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>examine the vocabulary choices within their writing for possible areas of improvement</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Homework check</li> <li>Lesson opener</li> <li>Guided practice exercises</li> <li>Written responses</li> <li>Closure activity</li> </ol> | <ul style="list-style-type: none"> <li>Completion of reading task or close reading and responses</li> <li>Completion of writing task or exercises</li> <li>Review and Editing of work</li> </ul> |
| <b>Differentiation:</b><br><br>Reading selections, extra time, individual or small group discussion and facilitation                                   |                                                                                                                                                                                                 |                                                                                                                                                                                                  |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>graphic organizers</li> <li>note taking organizers</li> <li>rubrics</li> </ul>       |                                                                                                                                                                                                 |                                                                                                                                                                                                  |



### Lesson Plan 3 Template

Content Area: English      Lesson Title: Revision      Time Frame: 1 hour/day

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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, Business, Science, Technology

**Integration of Technology:** iPad or laptop, Google Sheets, Google Docs

**Equipment Needed:** iPad or laptop, Google Sheets, Google Docs

| Goals/Objectives                                                                                                                                                                                        | Learning Activities/<br>Instructional Strategies                                                                                                                                                | Formative Assessment Tasks                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>create a new draft of a completed constructed response</li> <li>reexamine and evaluate their writing based on the state testing rubric</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Homework check</li> <li>Lesson opener</li> <li>Guided practice exercises</li> <li>Written responses</li> <li>Closure activity</li> </ol> | <ul style="list-style-type: none"> <li>Completion of reading task or close reading and responses</li> <li>Completion of writing task or exercises</li> <li>Review and Editing of work</li> </ul> |
| <b>Differentiation:</b><br>Reading selections, extra time, individual or small group discussion and facilitation                                                                                        |                                                                                                                                                                                                 |                                                                                                                                                                                                  |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>graphic organizers</li> <li>note taking organizers</li> <li>rubrics</li> </ul>                                                        |                                                                                                                                                                                                 |                                                                                                                                                                                                  |



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

### Curriculum Design Template

**Content Area:** ELA

**Grade Level:** 11-12

**Unit Title:**  
Editing Process

**Created:** Mary Ellen Powers

**Board Approved on:**



### Unit Overview Template

**Content Area:** English      **Grade Level:** 12      **Unit Title:** Peer Writing

**Unit Summary:** In this unit, students learn to collaborate with peers to improve their writing through structured feedback and discussion.

**Primary Interdisciplinary Connections:** Technology and Research

**21<sup>st</sup> 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 is designed to help students recognize the value of collaboration in the writing process. Peer writing encourages students to engage critically with both their own work and the work of others, fostering skills in analysis, communication, and constructive feedback.

#### Career Readiness (Standard 9):

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

### Learning Targets

**Standards:** English Language Arts

**Content Statements:** NJSLS ELA

**CPI#:**      **Cumulative Progress Indicator (CPI):**

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on



|                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                | meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)                                                                                                          |
| RL.11-12.5.                                                                                                                                                                                                                                                                                    | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| RL.11-12.6                                                                                                                                                                                                                                                                                     | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).                                                                                         |
| L.11-12.3.                                                                                                                                                                                                                                                                                     | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                                                                                 |
| W.11-12.3.                                                                                                                                                                                                                                                                                     | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.                                                                                                                         |
| W.11-12.2.                                                                                                                                                                                                                                                                                     | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.                                                                               |
| <b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Listening skills are critical for learning and communicating.</li><li>• Written communication and proper grammar mechanics promote fluency of communication.</li><li>• Writing is a reflective process.</li></ul> |                                                                                                                                                                                                                                                                                 |
| <b>Unit Learning Targets:</b> <p>Students will learn to critically analyze and improve the quality of their writing.</p>                                                                                                                                                                       |                                                                                                                                                                                                                                                                                 |



### Evidence of Learning

**Summative Assessment:** 2 days

**Equipment Needed:** laptop or iPad, graphic organizers, rubric

**Teacher:** laptop or iPad

**Resources:**

**Formative Assessments:**

- Homework
- Discussions
- Lesson openers
- Guided practice exercises
- Written responses
- Constructed writing
- Closure activities



### Lesson Plans

| Lesson                        | Time Frame          |
|-------------------------------|---------------------|
| Lesson 1 <b>Peer Writing</b>  | <b>2 hours/days</b> |
| Lesson 2 <b>Peer Editing</b>  | <b>2 hours/days</b> |
| Lesson 3 <b>Peer Revision</b> | <b>2 hours/days</b> |

**Teacher Notes:**

Teachers will provide leveled texts or scaffolds (sentence starters, graphic organizers, annotations) to support diverse learners.

**Curriculum Development Resources/Technology Resources:**

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

[https://www.nj.gov/education/standards/ela/Docs/ELA\\_InstructionalUnits\\_Grades11-12.pdf](https://www.nj.gov/education/standards/ela/Docs/ELA_InstructionalUnits_Grades11-12.pdf)

<https://www.khanacademy.org/>

<https://www.ixl.com>



### Lesson Plan 1 Template

Content Area: English Lesson Title: Peer Writing Time Frame: 2 hours/days

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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, Business, Science, Technology

**Integration of Technology:** iPad or laptop, Google Sheets, Google Docs

**Equipment Needed:** iPad or laptop, Google Sheets, Google Docs

| Goals/Objectives                                                                                                                                                                                                              | Learning Activities/<br>Instructional Strategies                                                                                                                                                         | Formative Assessment Tasks                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"><li>• read a teacher selected text</li><li>• work in teams to design a response to a topic</li><li>• work together on a Google doc to write a constructed response</li></ul> | Lesson Sequence <ol style="list-style-type: none"><li>1. Homework check</li><li>2. Lesson opener</li><li>3. Guided practice exercises</li><li>4. Written responses</li><li>5. Closure activity</li></ol> | <ul style="list-style-type: none"><li>• Completion of reading task or close reading and responses</li><li>• Completion of writing task or exercises</li><li>• Review and Editing of work</li></ul> |
| <b>Differentiation:</b><br>Reading selections, extra time, individual or small group discussion and facilitation                                                                                                              |                                                                                                                                                                                                          |                                                                                                                                                                                                    |
| <b>Resources Provided:</b> <ul style="list-style-type: none"><li>• graphic organizers</li><li>• note taking organizers</li><li>• rubrics</li></ul>                                                                            |                                                                                                                                                                                                          |                                                                                                                                                                                                    |



### Lesson Plan 2 Template

Content Area: English      Lesson Title: Peer Editing      Time Frame: 2 hours/days

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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, Business, Science, Technology

**Integration of Technology:** iPad or laptop, Google Sheets, Google Docs

**Equipment Needed:** iPad or laptop, Google Sheets, Google Docs

| Goals/Objectives                                                                                                                                                                                                                                    | Learning Activities/<br>Instructional Strategies                                                                                                                                                | Formative Assessment Tasks                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>work in pairs to examine a writing rubric and work as a team to evaluate a peer writing constructed response</li> <li>work in pairs to suggest revisions to a constructed response</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Homework check</li> <li>Lesson opener</li> <li>Guided practice exercises</li> <li>Written responses</li> <li>Closure activity</li> </ol> | <ul style="list-style-type: none"> <li>Completion of reading task or close reading and responses</li> <li>Completion of writing task or exercises</li> <li>Review and Editing of work</li> </ul> |
| <b>Differentiation:</b><br>Reading selections, extra time, individual or small group discussion and facilitation                                                                                                                                    |                                                                                                                                                                                                 |                                                                                                                                                                                                  |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>graphic organizers</li> <li>note taking organizers</li> <li>rubrics</li> </ul>                                                                                                    |                                                                                                                                                                                                 |                                                                                                                                                                                                  |



### Lesson Plan 3 Template

Content Area: English      Lesson Title: Peer Revision      Time Frame: 2 hours/days

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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, Business, Science, Technology

**Integration of Technology:** iPad or laptop, Google Sheets, Google Docs

**Equipment Needed:** iPad or laptop, Google Sheets, Google Docs

| Goals/Objectives                                                                                                                                                                                                                                                                                 | Learning Activities/<br>Instructional Strategies                                                                                                                                                | Formative Assessment Tasks                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>work in pairs to examine and reflect on the validity of suggestions for revisions to their writing</li> <li>use the suggested revisions as a starting point in editing and improving their writing with a new draft of the work</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Homework check</li> <li>Lesson opener</li> <li>Guided practice exercises</li> <li>Written responses</li> <li>Closure activity</li> </ol> | <ul style="list-style-type: none"> <li>Completion of reading task or close reading and responses</li> <li>Completion of writing task or exercises</li> <li>Review and Editing of work</li> </ul> |
| <b>Differentiation:</b><br>Reading selections, extra time, individual or small group discussion and facilitation                                                                                                                                                                                 |                                                                                                                                                                                                 |                                                                                                                                                                                                  |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>graphic organizers</li> <li>note taking organizers</li> <li>rubrics</li> </ul>                                                                                                                                                 |                                                                                                                                                                                                 |                                                                                                                                                                                                  |



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

### Curriculum Design Template

|                                   |                           |                                 |
|-----------------------------------|---------------------------|---------------------------------|
| <b>Content Area:</b> English      | <b>Grade Level:</b> 12    | <b>Unit Title:</b> Peer Writing |
| <b>Created:</b> Mary Ellen Powers | <b>Board Approved on:</b> |                                 |



## **TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:**

- Untimed tests
- Read test prompts and directions to student
- Test in alternative site
- Preview test procedures

## **ACCOMMODATIONS AND MODIFICATIONS FOR ELL STUDENTS**

- Explain tests orally
- Explain instructions/directions in writing and orally
- Allow use of bilingual/translation dictionary
- Allow errors in speaking
- Allow errors in writing
- Highlight key vocabulary
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Provide study guides and outlines
- Allow extended time for test/project completion
- Use of graphic organizers
- Use visuals/pictures throughout the lesson/unit/assignment
- Provide hands-on activities and explanations
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and a portfolio of work as forms of assessment
- Use story retellings to assess comprehension



## **SPRINGFIELD PUBLIC SCHOOLS**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS**

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

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



## **SPRINGFIELD PUBLIC SCHOOLS**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS**

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

### **TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:**

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

### **GENERAL ACCOMMODATIONS AND MODIFICATIONS:**

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

### **BEHAVIOR ACCOMMODATIONS MODIFICATIONS:**



## **SPRINGFIELD PUBLIC SCHOOLS**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS**

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



## SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS

### IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

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



## **SPRINGFIELD PUBLIC SCHOOLS**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS**

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

### **TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:**

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

### **GENERAL ACCOMMODATIONS AND MODIFICATIONS:**

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



## **SPRINGFIELD PUBLIC SCHOOLS**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS**

Pass/no pass option  
Modified grades based on IEP

### **BEHAVIOR ACCOMMODATIONS FOR STUDENTS:**

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



## Accommodations and Modifications for ESL Students

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

## **What Does the Gifted and Talented Experience Look Like?**

*Springfield Public Schools*

### **Mission Statement**

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

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

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

## Goals:

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

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

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

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

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

### **Early Childhood Center** **Edward V. Walton**

#### Schoolwide Virtual Enrichment

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

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

#### Gifted and Talented Teacher as a Resource

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

### **Elementary Schools**

**James Caldwell**

**Thelma L. Sandmeier**

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

#### Enrichment Experience Grade 3

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

#### Targeted Gifted and Talented Programing Grades 4-5

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

### *Strategies and Practices that Support Gifted and Talented Students*

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

### Schoolwide Virtual Enrichment

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

### Gifted and Talented Teacher as a Resource

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

### Additional Enrichment Opportunities

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

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

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

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

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

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

**Gifted and Talented Identification Criteria**

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

**Multiple Measures of Eligibility**

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

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

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

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

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

#### Procedures

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

### Gifted and Talented Program Identification Matrix

**Minimum Score Required for Consideration: 14 Points**

| <b>1 Point</b>                                              | <b>2 Points</b>                                   | <b>3 Points</b>                                             |
|-------------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------|
| Cogat Assessment<br>Overall Stanine Score of a 7            | Cogat Assessment<br>Overall Stanine Score of an 8 | Cogat Assessment<br>Overall Stanine Score of a 9            |
| iReady Math Assessment<br>Just Below Current Grade<br>Level | iReady Math Assessment<br>On Grade Level          | iReady Math Assessment<br>½ Year + Above Current<br>Level   |
| iReady ELA<br>On Grade Level                                | iReady ELA<br>½ Year Above Current Level          | iReady ELA<br>One Full Grade Level +<br>Above Current Level |
| NJSLA Math<br>Approaching Expectations                      | NJSLA Math<br>Met Expectations                    | NJSLA Math<br>Exceed Expectations                           |
| NJSLA ELA<br>Approaching Expectations                       | NJSLA ELA<br>Met Expectations                     | NJSLA ELA<br>Exceed Expectations                            |
| HOPE Teacher Rating Scale<br>Raw Score: 11 - 29             | HOPE Teacher Rating Scale<br>Raw Score: 30 - 49   | HOPE Teacher Rating Scale<br>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://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](http://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.