

2024-2025 General Curriculum Template for Collingswood Copied from: zCollingswood Curriculum Templates, Copied on: 06/24/24

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 1 and Title

Unit Rationale

21st Century Life and Career

Essential Questions

Pre-Assessments

Instructional Plan

Lesson (Unit # .1)

Student Learning Intentions or We are learning to ... (WALT)

Student Success Criteria ... "I can statements"

Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .2)

Student Learning Intentions or We are learning to ... (WALT)

Student Success Criteria ... “I can statements”

Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .3)

Student Learning Intentions or We are learning to ... (WALT)

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Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .4)

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Student Success Criteria ... “I can statements”

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Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .5)

Student Learning Intentions or We are learning to ... (WALT)

Student Success Criteria ... “I can statements”

Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .6)

Student Learning Intentions or We are learning to ... (WALT)

Student Success Criteria ... “I can statements”

Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .7)

Student Learning Intentions or We are learning to ... (WALT)

Student Success Criteria ... “I can statements”

Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .8)

Student Learning Intentions or We are learning to ... (WALT)

Student Success Criteria ... “I can statements”

Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .9)

Student Learning Intentions or We are learning to ... (WALT)

Student Success Criteria ... “I can statements”

Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .10)

Student Learning Intentions or We are learning to ... (WALT)

Student Success Criteria ... “I can statements”

Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

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Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

New Jersey Student Learning Standards: Content Area

Integration of Career Readiness. Life Literacies and Key Skills

Integration of Computer Science and Design ThinkingNew Section

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math

Unit 2 and Title

Unit Rationale

21st Century Life and Career

Essential Questions

Pre-Assessments

Instructional Plan

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Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

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Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

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Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

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Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .5)

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Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .6)

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Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .7)

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Student Success Criteria ... “I can statements”

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Formative Assessments

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Reflections and Suggested Modifications

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Formative Assessments

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Lesson (Unit # .9)

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Formative Assessments

Instructional Materials and Resources

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Lesson (Unit # .10)

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Instructional Strategies and Activities

Formative Assessments

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New Jersey Student Learning Standards: Content Area

Integration of Career Readiness, Life Literacies and Key Skills

Integration of Computer Science and Design Thinking

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

Unit 3 and Title

Unit Rationale

21st Century Life and Career

Essential Questions

Pre-Assessments

Instructional Plan

Lesson (Unit # .1)

Student Learning Intentions or We are learning to ... (WALT)

Student Success Criteria ... “I can statements”

Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .2)

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Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .3)

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Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .4)

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Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .5)

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Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .6)

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Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .7)

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Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .8)

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Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .9)

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Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .10)

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Instructional Strategies and Activities

Formative Assessments

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Reflections and Suggested Modifications

Modifications and/or Accommodations

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Unit 4 and Title

Unit Rationale

21st Century Life and Career

Essential Questions

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Instructional Plan

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Lesson (Unit # .5)

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Formative Assessments

Instructional Materials and Resources

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Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .7)

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Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

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Integration of Career Readiness. Life Literacies and Key Skills

Integration of Computer Science and Design Thinking

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

Unit 5 and Title

Unit Rationale

21st Century Life and Career

Essential Questions

Pre-Assessments

Instructional Plan

Lesson (Unit # .1)

Student Learning Intentions or We are learning to ... (WALT)

Student Success Criteria ... “I can statements”

Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .2)

Student Learning Intentions or We are learning to ... (WALT)

Student Success Criteria ... “I can statements”

Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .3)

Student Learning Intentions or We are learning to ... (WALT)

Student Success Criteria ... “I can statements”

Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .4)

Student Learning Intentions or We are learning to ... (WALT)

Student Success Criteria ... “I can statements”

Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .5)

Student Learning Intentions or We are learning to ... (WALT)

Student Success Criteria ... “I can statements”

Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .6)

Student Learning Intentions or We are learning to ... (WALT)

Student Success Criteria ... “I can statements”

Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .7)

Student Learning Intentions or We are learning to ... (WALT)

Student Success Criteria ... “I can statements”

Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .8)

Student Learning Intentions or We are learning to ... (WALT)

Student Success Criteria ... “I can statements”

Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .9)

Student Learning Intentions or We are learning to ... (WALT)

Student Success Criteria ... “I can statements”

Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .10)

Student Learning Intentions or We are learning to ... (WALT)

Student Success Criteria ... “I can statements”

Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

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Unit 6 and Title

Unit Rationale

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Instructional Plan

Lesson (Unit # .1)

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Student Success Criteria ... “I can statements”

Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .2)

Student Learning Intentions or We are learning to ... (WALT)

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Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .3)

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Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .4)

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Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .5)

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Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .6)

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Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .8)

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Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .9)

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Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .10)

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Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Pre-Assessments

Essential Questions

21st Century Life and Career

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

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Unit 7 and Title

Unit Rationale

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

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Lesson (Unit # .10)

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Student Success Criteria ... "I can statements"

Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .9)

Student Learning Intentions or We are learning to ... (WALT)

Student Success Criteria ... "I can statements"

Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .8)

Student Learning Intentions or We are learning to ... (WALT)

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Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .7)

Student Learning Intentions or We are learning to ... (WALT)

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Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .6)

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Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .5)

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Instructional Strategies and Activities

Formative Assessments

Instructional Materials and Resources

Reflections and Suggested Modifications

Lesson (Unit # .4)

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Reflections and Suggested Modifications

Lesson (Unit # .3)

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Reflections and Suggested Modifications

Lesson (Unit # .2)

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Reflections and Suggested Modifications

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Essential Questions

21st Century Life and Career

Unit # and Title

Unit Rationale

21st Century Life and Career

Instructional Plan

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read

instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Pre-Assessments

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

Integration of Computer Science and Design Thinking

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

Essential Questions
