



Springfield Public Schools
Springfield, New Jersey 07081

Social Studies
Grade K

Curriculum Guide

2022

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

Springfield Board of Education
Approved July 25, 2022



**Springfield Public Schools
Springfield, New Jersey**

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Asst. Superintendent of Curriculum and Instruction**

**Michael Plias
Principal**

**Candice Schiano
Supervisor of Humanities**

Curriculum Developed By:

Debra Berger~Kindergarten Teacher

Susan Felter~Kindergarten Teacher

Alison Giuliano~Kindergarten Teacher

Paige Matt~Kindergarten Teacher

Rebecca Perone~Kindergarten Teacher

Anna Quagliato~Kindergarten Teacher

Lisa Schoch~Kindergarten Teacher

Dana Zika~Kindergarten Teacher

Dana Fretz~Kindergarten Teacher

Springfield Board of Education
PO Box 210
Springfield, New Jersey 07081

"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
Superintendent of Schools
(973) 376-1025

Michelle Calas
School Business Administrator/
Board Secretary
(973) 376-1025

Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

To adopt the following curriculum and courses for the 2022-2023 school year:

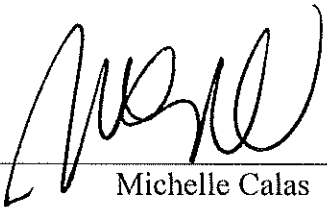
- Revised Elementary Curriculum due to revised state standards.
 - K-5 Social Studies
- Revised Middle School Curriculum due to revised state standards.
 - Grades 6-8 Social Studies
- Revised High School Curriculum due to revised state standards.
 - AP Macroeconomics
 - AP European History
 - AP US Government & Politics
 - AP US History
 - Contemporary Global Studies
 - Diversity Studies
 - Holocaust & Genocide
 - Sociology
 - US History to 1900
 - World History
 - World History Honors
 - 20th Century & Beyond
- Revised Middle School Courses due to new standards in Computer Science
 - PLTW Gateway: Computer Science for Innovators and Makers
 - PLTW Gateway: App Creators
- Revised High School Courses due to new standards in Computer Science
 - Introduction to Java
 - AP Computer Science Principles
 - Advanced Computer Science - Data Structures: Java
- New Elementary Courses
 - Kindergarten Computer Science
 - Grade 1 Computer Science
 - Grade 2 Computer Science
 - Anticipated - moving PLTW Launch down to Grade 3
 - PLTW Launch Grade 4
 - PLTW Launch Grade 5
- New Middle School Elective Course
 - Forensics

- New Elective Courses at FMG
 - Creative Writing
 - Drama/Theater/Playwriting
 - Journalism
 - Mock Trial
 - Model UN
 - Mysteries in History
 - Project Citizen
- New ELA Courses at FMG
 - Accelerated Communication Arts Grade 7
 - Accelerated Communication Arts Grade 8
- New Elective Courses at JDHS:
 - African American Studies

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area:	Social Studies	Grade Level:	Kindergarten	Unit Title:	Learning and Working Together
Unit Summary: Students will look at a variety of children, families, and friends. They are introduced to working together, people being good citizens when they follow rules and how people cooperate, share ideas, listen to others and work together to solve problems.					
Primary Interdisciplinary Connections: Language Arts					
<u>21st Century Themes</u> ☒ 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 invites students to cooperate when they make decisions and work together to get jobs done, to be aware people are good citizens when they follow rules and laws, to be aware people cooperate, share ideas, listen to others, and work together to solve problems.				

Learning Targets

Standards:	NJ Student Learning Standards for Social Studies, World Languages, Social Emotional Learning, 21ST Century for College/Career Readiness
Content Statements:	Critical Thinking, Civics, Government, Human Rights, Presentation Skills
CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
SOC.6.1.2.CivicsPI.2	Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
SOC.6.1.2.CivicsPI.3	Explain how individuals work with different levels of government to make rules.
SOC.6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
SOC.6.1.2.CivicsPR2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
SOC.6.1.2.CivicsPR4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.SL.K.1.A	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CAEP.9.2.4.A.2	Identify various life roles and civic and work – related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
SEL.PK-12.2.1	Understand and practice strategies for managing one’s own emotions, thoughts and behaviors.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
Unit Essential Questions:	
● How do people best cooperate?	



- How should I act in school?
- How do I get along with others?
- What rules and laws do we follow?
- Who makes the rules and laws?
- What is a good citizen?

Unit Enduring Understandings:

- What things do you learn to do at school?
- What does the word together mean?
- What are some consequences of breaking rules at school and home
- What does a government do?
- What does the word citizen mean?
- How are good citizens responsible?

Unit Learning Targets:

Students will....

identify a school on a picture map.

explain that many different children go to the same school.

classify needs and wants.

identify ways people get along and locate places where friends can play.

Evidence of Learning

Summative Assessment: End of Unit Chapter Assessment

Equipment Needed: Smartboard/Mimio, construction paper, scissors, glue, crayons

Teacher Resources: myWorld Interactive, Teacher Edition

Formative Assessments:

- Play “Friends and Me” online game
- Identify ways that friends are similar and different
- Comprehension Questions
- “All About Me” poem
- “Needs” collages
- Student participation

Lesson Plans

Lesson	Time Frame
Lesson 1 We Work Together	40 minutes/1 day
Lesson 2 Rules and Laws	40 minutes/1 day
Lesson 3 Good Citizens	40 minutes/1 day

Teacher Notes:

Reading and writing are included in this unit.

Curriculum Development Resources/Technology Resources:

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

Teaching Laws, Rights, and Responsibilities to Kids: <https://www.youtube.com/watch?v=TyP09S0UEzA>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: We Work Together Time Frame: 40 mins/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts

Integration of Technology: YouTube, Brainpop Jr

Equipment Needed: Computer, projector, myWorld Interactive

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize why people cooperate - Identify ways of sharing - Identify and solve problems	Lesson Sequence - Jump Start Activity - Vocabulary Words - Read the lesson and discuss how people cooperate “What is the problem?” - Look at the picture. Tell a partner about the problem and how they would solve it. - Act out the problem.	Lesson 2 Check (page 11)
Differentiation: BL: Listen for their name, spell their name with teacher help, mixed ability partner work. AL: Independently spell their name and identify initial sound, sign language enrichment.		
Resources Provided: myWorld Interactive Text		



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Rules and Laws Time Frame: 40 mins/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts, Social Studies

Integration of Technology: myWorld Interactive

Equipment Needed: Computer, Projector, myWorld Interactive Student Text

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize why we need rules and laws. - Know the consequences of breaking rules. - Identify rules at school. - Compare school rules in the past with school rules today. - Identify community laws.	Lesson Sequence - Rules at home: Act out a way that you and your family stay safe at home. Have a partner guess what you are doing. - Rules at School: Create a chart with rules to follow at school. - Laws in the Community: Draw a picture. Show a rule that you follow to make sure no one gets hurt. Talk clearly with a partner about your picture.	Lesson 3 Check (page 15)
Differentiation: BL: Draw a picture of a rule you follow in class. AL: Draw and write about rules that are followed at home, school, and in the community.		
Resources Provided: myWorld Interactive Work Text		



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Good Citizens Time Frame: 40 mins/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts, Social Studies

Integration of Technology: myWorld Interactive

Equipment Needed: Computer, Projector, myWorld Interactive Student Text

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize what makes a good citizen. - Recognize that all people should be treated fairly. - Identify how good citizens help solve problems.	Lesson Sequence - Introduce the vocabulary “What is a citizen?” - Introduce Cesar Chavez, Malala Yousafzai, and Iqbal Masih “Why were they good citizens?”	Lesson 5 Check (page 21)
Differentiation: BL: Draw a picture of a citizen in the school. AL: Draw and write about a good citizen in the school.		
Resources Provided: myWorld Interactive Work Text		



Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	Kindergarten	Unit Title:	Learning and Working Together
Created:	Kindergarten Team		Board Approved on:		



Unit Overview Template

Content Area: Social Studies **Grade Level:** Kindergarten **Unit Title:** National and State Symbols

Unit Summary: Students learn what it means to be American. Students learn what United States symbols stand for and remind us of our country. Students learn about our country through the holidays.

Primary Interdisciplinary Connections: Language Arts

[21st Century Themes](#) ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy

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

Unit Rationale: To identify United States symbols and what they stand for and why they remind us of our country.

Learning Targets

Standards: NJ Student Learning Standards for Social Studies, World Languages, Social Emotional Learning, 21ST Century for College/Career Readiness

Content Statements: Chronological Thinking, Critical Thinking, Civics, Government, Geography, Economics, History, Culture, Perspectives

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

SOC.6.1.2.CivicsDP.1 Explain how national symbols reflect on American values and principles.

SOC.6.1.2.CivicsDP.2 Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

SOC.6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

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

LA.SL.K.1.A Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CAEP.9.2.4.A.2 Identify various life roles and civic and work – related activities in the school, home, and community.

SEL.PK-12.4.2 Identify the consequences associated with one's actions in order to make constructive choices.

Unit Essential Questions:

- What does it mean to be American?
- What do you know about America?
- What American symbols do you know?
- What state symbols do you know?
- What do you know about American heroes?
- What do you know about national holidays?

Unit Enduring Understandings:

- What country do we live in?
- What is the purpose of the flag?
- How are some state flags similar to the American flag?
- Who was our country's first president?

Unit Learning Targets:



Students will....

- recognize that we all live in a country: The United States.
- recognize the American flag, what it looks like, and what it represents.
- identify other important symbols that represent the states.
- name different heroes from American history.
- identify national holidays that celebrate specific people.

Evidence of Learning

Summative Assessment: Chapter 2 Assessment

Equipment Needed: Smartboard/Mimio, construction paper, scissors, glue, crayons

Teacher Resources: myWorld Interactive Teacher Edition

Formative Assessments:

- End of Unit Assessment

Lesson Plans

Lesson	Time Frame
Lesson 1 National and State Symbols	40 minutes/1 day
Lesson 2 Our Country and State	40 minutes/1 day
Lesson 3 Symbols of Our Country	40 minutes/1 day

Teacher Notes:
Students will begin to understand what it means to be American.

Curriculum Development Resources/Technology Resources:

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

Symbols of the United States: <https://www.youtube.com/watch?v=CJLGw0lkcdE>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Our Country and State Time Frame: 40 mins/1 day

Lesson Components

21st Century Themes

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

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Language Arts, Social Studies

Integration of Technology: myWorld Interactive, online resources

Equipment Needed: Computer, work text, supplemental resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize that we all live in a country: the United States - Recognize that we all live a state	Lesson Sequence - Prepare to Read: Read the big question statement. - Introduce the Vocabulary word to the class: nation - Read the Lesson: Our Country, Our State: Draw a picture of your home and talk about it with a partner. - Lesson 1 Check: Compare and think about America. Write the missing letters. Talk about the people who live in our state and country. (complete the check-in fill in the blanks Page 37)	Lesson 1 Check (page 37)
Differentiation: BL: Use sentence frames to help children discuss the lesson content. AL: Have children work in pairs to complete a two-column chart with headings :United States” and “My State.”		
Resources Provided: myWorld Interactive Text		



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Symbols of Our Country Time Frame: 40 mins/1 day

Lesson Components

21st Century Themes

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

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Language Arts, Social Studies

Integration of Technology: myWorld Interactive, online resources

Equipment Needed: Computer, work text, supplemental resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize the American flag, what it looks like, and what it represents. - Identify important national symbols that represent America. - Identify America's national song, why it was written, and what it represents. - Represent and identify several important songs of our country.	Lesson Sequence - Prepare to Read: Read the big question (I will know about symbols of America.) and explain to the class what the focus will be for the lesson. - Introduce the Vocabulary: pledge, freedom, landmark. - Read the Lesson: Symbols of our Country. Look at the flag in the picture and tell your partner about the patterns on the flag. - Lesson Check 2: Look at the pictures and write the missing letters.	Lesson Check 2 (page 39)
Differentiation: BL: Have children use sentence frames to provide information about the songs mentioned in the lesson. AL: Have children use resources in the Library Media Center to gather additional facts about the songs mentioned in the lesson.		
Resources Provided: myWorld Interactive Text		



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Symbols of Our State Time Frame: 40 mins/1 day

Lesson Components

21st Century Themes

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

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Language Arts, Social Studies

Integration of Technology: myWorld Interactive, online resources

Equipment Needed: Computer, work text, supplemental resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify flags as important state symbols. - Identify other important symbols that represent the states.	Lesson Sequence - Prepare to Read: Read the big question: I will know about state symbols. - Introduce Vocabulary: capital - Read the lesson: Symbols of Our State: Students act out what you might do with a flag. - Discuss: Our state flag and other state symbols. - Lesson 3 Check: Write what you can see on the state flag.	Lesson 3 Check (page 45)
Differentiation: BL: Children will draw a state symbol and present their work to other peers to name the state symbol. AL: Students will say or write a sentence about a state symbol. Other students will read the sentence on a paper strip and say something else about the symbol.		
Resources Provided: myWorld Interactive Text		



Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	Kindergarten	Unit Title:	National and State Symbols
Created:	Kindergarten Team		Board Approved on:		



Unit Overview Template

Content Area: Social Studies **Grade Level:** Kindergarten **Unit Title:** Work Now and Long Ago

Unit Summary: Students learn that work long ago had many similarities and differences with work today. Students learn jobs at school. Students learn there are many different types of jobs that use a wide variety of tools. Students learn that when deciding between two things, there are often costs and benefits.

Primary Interdisciplinary Connections: Language Arts

21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy

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

Unit Rationale: To identify how work long ago had many similarities and differences with work today.

Learning Targets

Standards: NJ Student Learning Standards for Social Studies, World Languages, Social Emotional Learning, 21ST Century for College/Career Readiness

Content Statements: Chronological Thinking, Civics, Government, Economics, Innovation and Technology, History, Culture, Perspectives

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

SOC.6.1.2.CivicsPI.5, Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

SOC.6.1.2.EconET.1 Explain the difference between needs and wants.

SOC.6.1.2.EconET.2 Cite examples of choices people make when resources are scarce.

SOC.6.1.2.EconET.3 Describe how supply and demand influence price and output of products.

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

LA.SL.K.1.A Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CAEP.9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

SEL.PK-12.3.4 Demonstrate an awareness of the expectations for social interactions in a variety of settings.

Unit Essential Questions:

- Why do people work?
- How have jobs changed over time?
- What jobs do people do at school?
- What jobs do people do in my community?

Unit Enduring Understandings:

- Work long ago had many similarities and differences with work today.
- Students have jobs at school.
- There are many different types of jobs that use a wide variety of tools.
- There are often costs and benefits when deciding between two things.

Unit Learning Targets:

Students will....
 explain why people work.



identify needs and wants.
 identify the importance of a child's job at school.
 recognize the role and purpose of jobs at school.
 identify jobs within a community.
 jobs from then and now.
 recognize that some workers make things and some workers sell things.
 compare and contrast work long ago and today.
 recognize that tools help us get work done long ago and today.

Evidence of Learning

Summative Assessment: 40 minutes/End of Unit
Equipment Needed: Smartboard/Mimio, construction paper, scissors, glue, crayons
Teacher Resources: myWorld Interactive Teacher Edition
Formative Assessments:

- End of Chapter Assessment

Lesson Plans

Lesson	Time Frame
Lesson 1 Why People Work	40 minutes/ 1 day
Lesson 2 Jobs at School	40 minutes/ 1 day
Lesson 3 Jobs in Our Community	40 minutes/ 1 day
Teacher Notes: Students pick a job and write a description.	
Curriculum Development Resources/Technology Resources: Click the links below to access additional resources used to design this unit: Community Helpers for Kids: https://www.youtube.com/watch?v=jt2q1cHsH6E	



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Why People Work Time Frame: 40 mins/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts, Social Studies

Integration of Technology: myWorld Interactive, online resources

Equipment Needed: Computer, work text, supplemental resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Explain the reasons why people work. ● Explore the difference between needs and wants. ● Recognize that people make money through their jobs to provide the things they need and want.	Lesson Sequence 1. Prepare to Read: Read the big question statement: I will know why people work. 2. Introduce the Vocabulary: work, job, need, want, cost, benefit. 3. Read the lesson: Why People Work: Act out and take turns talking about something you can do to help your family. 4. Discuss: Why People Work, Needs and Wants 5. Lesson 1 Check: Work with a partner. Tell why each thing is a need or a want. Share how people can buy them.	● Lesson 1 Check (page 54)
Differentiation: BL: Students will sort a collection of materials into groups of needs and wants. AL: Students will pair up to draw pictures with captions that show needs and wants they have home and at school.		
Resources Provided: ● myWorld Interactive Text		



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Jobs at School Time Frame: 40 mins/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts, Social Studies

Integration of Technology: myWorld Interactive, online resources

Equipment Needed: Computer, Projector, myWorld Interactive Student Text

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the importance of a child's job at school. - Recognize the role and purpose of jobs at school. - Analyze visuals and identify important information.	Lesson Sequence 1. Prepare to Read: Unlock the big question statement: I will know what jobs the people do at school. 2. Introduce the Vocabulary: teacher, principal, nurse 3. Read the lesson: Jobs at School: Turn to a partner. Tell your partner about the work you do at school. 4. Lesson 2 Check: Turn to a partner. Ask and answer questions about the schoolchildren in the picture.	Lesson 2 Check (page 67)
Differentiation: BL: Children will sort picture flashcards into two groups: workers found in school and workers found outside of school. AL: Using the picture flashcards, students will tell a story about where each person works and what their job might be like.		
Resources Provided: myWorld Interactive Text		



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Jobs in Our Community Time Frame: 40 mins/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts, Social Studies

Integration of Technology: myWorld Interactive, online resources

Equipment Needed: Computer, Projector, myWorld Interactive Student Text

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Name familiar community helpers. - Identify many of the jobs within a community and understand their purpose. - Discuss making and selling things.	Lesson Sequence - Prepare to Read: Unlock the big questions: I will know the jobs people do in the community. - Introduce Vocabulary: Carpenter, market - Read the lesson: Jobs in Our Community: Act out a visit to a favorite place of work in your community. - Discuss helping people, and making and selling things. - Lesson 3 Check: Draw a job in the community. Write the name of the job.	Lesson 3 Check (page 69)
Differentiation: BL: Select a worker from the lesson and say a statement about what they do. AL: Select a worker from the lesson. Students will draw their picture and write about what they do.		
Resources Provided: myWorld Interactive Text		



Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	Kindergarten	Unit Title:	Work Now and Long Ago
Created:	Kindergarten Team		Board Approved on:		



Unit Overview Template

Content Area: Social Studies **Grade Level:** Kindergarten **Unit Title:** Geography of the Neighborhood

Unit Summary: Students learn globes and maps are representations of Earth and places on Earth. Students learn we live in neighborhoods and have rules that keep us safe. Students learn that people use natural resources to satisfy basic needs.

Primary Interdisciplinary Connections: Language Arts

21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy

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

Unit Rationale: Globes and maps are representations of Earth and places on Earth.

Learning Targets

Standards: NJ Student Learning Standards for Social Studies, World Languages, Social Emotional Learning, 21ST Century for College/Career Readiness

Content Statements: Chronological Thinking, Geography, People, and the Environment

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

SOC.6.1.2.GeoPP.1 Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

SOC.6.1.2.GeoSV.1 Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

SOC.6.1.2.GeoSV.2 Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).

SOC.6.1.2.GeoSV.3 Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).

SOC.6.1.2.GeoSV.4 Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).

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

LA.SL.K.1.A Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CAEP.9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

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

Unit Essential Questions:

- What is the world like?
- Where do we live?
- What do globes and maps represent?
- What are the different parts on a map?
- What are neighborhoods?

Unit Enduring Understandings:

- Globes and maps are representations of Earth and places on Earth.
- We live in neighborhoods and have rules that keep us safe.
- People use natural resources to satisfy basic needs.



Unit Learning Targets:

Students will....

compare and contrast the relative locations of people, places, and environments.

recognize several different location words.

recognize what a globe represents and how to use one.

recognize what a map represents and how to use one.

recognize that maps have symbols that represent real things.

identify different parts of a map and what information they show.

recognize that people live in neighborhoods..

identify different ways people get from place to place.

identify traffic rules and recognize that traffic rules keep us safe.

recognize why it is important to keep resources safe.

Evidence of Learning

Summative Assessment: End Of Unit Assessment

Equipment Needed: Smartboard/Mimio, construction paper, scissors, glue, crayons

Teacher Resources: myWorld Interactive Teacher Edition

Formative Assessments:

- End Of Unit Assessment



Lesson Plans

Lesson	Time Frame
Lesson 1 Where We Live	40 minutes/1 day
Lesson 2 Globes and Maps	40 minutes/1 day
Lesson 3 Parts of a Map	40 minutes/1 day
Teacher Notes: Students will create a map.	
Curriculum Development Resources/Technology Resources: Click the links below to access additional resources used to design this unit: How to Make a Map: https://www.youtube.com/watch?v=DSnVCV4uGGQ	

Lesson Plan 1 Template

Content Area:	Social Studies	Lesson Title:	Where We Live	Time Frame:	40 mins/1 day
Lesson Components					
<u>21st Century Themes</u>					
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy					
<u>21st Century Skills</u>					
☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy					
Interdisciplinary Connections: Language Arts, Social Studies					
Integration of Technology: myWorld Interactive, online resources					
Equipment Needed: Computer, Projector, myWorld Interactive Student Text					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Compare and contrast the relative locations of people, places, and environments. • Recognize several different location words. • Realize that places, and their relative advantages and disadvantages, can change over time.	Lesson Sequence 1. Prepare to Read: Unlock the big question statement: I will know about a relative location. 2. Introduce the vocabulary: relative location, harbor 3. Read the lesson: Where We Live: Play a game. Take turns telling where something is in your classroom. 4. Discuss where we are and location words (near, far, left, right, behind, in front of), where some families live, and place can change.	• Lesson 1 Check (page 87)



- | | | |
|--|---|--|
| | 5. Lesson 1 Check: Draw a picture of your classroom. Show a relative location. Tell a partner what is good or bad about it. Tell how it might change over time. | |
|--|---|--|

Differentiation:

BL: Students will draw their home in the center of a piece of paper and then will draw places that are located around their home.

AL: Students will think about how their neighborhood could possibly change over time. Students will then draw their neighborhood and how it may possibly change over time.

Resources Provided: myWorld Interactive Text



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Globes and Maps Time Frame: 40 mins/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts, Social Studies

Integration of Technology: myWorld Interactive, online resources

Equipment Needed: Computer, Projector, myWorld Interactive Student Text

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize what a globe represents and how to use one. - Recognize what a map represents and how to use one.	Lesson Sequence - Prepare to Read: Unlock the big question statement: I will know about globes and maps. - Introduce the Vocabulary: globe, land, map, neighborhood. - Read the Lesson: Globes and Maps: Make a list of places you would like to see. Use words and pictures. - Discuss and model using a map, and a globe. - Lesson 2 Check: Tell a partner how maps and globes are alike and different.	Lesson 2 Check (page 89)
Differentiation: BL: Students will discuss how a globe is a model of Earth like a toy car to a real car. Students will locate the United States and New Jersey on the globe. AL: Students will use a globe to write places on sticky notes. Students will locate the places on their globe and mark them using the sticky notes.		
Resources Provided: myWorld Interactive Text		



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Parts of a Map Time Frame: 40 mins/1 day

Lesson Components

21st Century Themes

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

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Language Arts, Social Studies

Integration of Technology: myWorld Interactive, online resources

Equipment Needed: Computer, Projector, myWorld Interactive Student Text

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize that maps have symbols that represent real things. - Identify different parts of a map and what information they show.	Lesson Sequence 1. Prepare to Read: Unlock the big question statement: I will know the parts of a map. 2. Introduce the Vocabulary: symbol, title, legend 3. Read the lesson: Parts of a Map: Turn to a partner. Take turns telling what you know about maps. 4. Discuss a classroom, a classroom map, and a school campus map. 5. Lesson 3 Check: Look at the map of the nature park. Make a legend of things you can find there. Draw and label your symbols. Tell me about your legend.	Lesson 3 Check (page 93)
Differentiation: BL: Students will create a list of five items that could be included on a classroom map. Students will draw symbols for all five items. AL: Students will create a list of five items with symbols that could be on a classroom map. Students will design a classroom map and include the five symbols.		
Resources Provided: myWorld Interactive Text		



Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	Kindergarten	Unit Title:	Geography of the Neighborhood
Created:	March 2022	Board Approved on:			



Unit Overview Template

Content Area: Social Studies **Grade Level:** Kindergarten **Unit Title:** Time and Chronology

Unit Summary: Students learn things change over time. Students learn weather changes throughout the seasons, depending on where you live. Students learn time can be measured. Students learn tools that help us track time.

Primary Interdisciplinary Connections: Language Arts

[21st Century Themes](#) ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy

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

Unit Rationale: Things change over time.

Learning Targets

Standards: NJ Student Learning Standards for Social Studies, World Languages, Social Emotional Learning, 21ST Century for College/Career Readiness

Content Statements: Chronological Thinking, Spatial Thinking, History, Culture, Perspectives

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

SOC.6.1.2.GeoHE.1 Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

SOC.6.1.2.GeoHE.2 Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

SOC.6.1.2.GeoHE.3 Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

SOC.6.1.2.GeoHE.4 Investigate the relationship between the physical environment of a place and the economic activities found there.

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

LA.SL.K.1.A Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CAEP.9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

SEL.PK-12.2.1 Understand and practice strategies for managing one's own emotions, thoughts and behaviors.

Unit Essential Questions:

- How do we track time?
- What words tell about time?
- How can we measure time?
- What is a week? What is a month? What is a year?

Unit Enduring Understandings:

- Things change over time.
- Weather changes throughout the seasons, depending on where you live.
- Time can be measured.
- Tools that help us track time.

Unit Learning Targets:

Students will....



identify and use past, present, and future in relation to time.
differentiate between night and day.
identify clocks and calendars as tools that measure time.
identify that time can be measured in hours, days, weeks, months, and years.
identify weather and how it changes throughout the year and according to location.

Evidence of Learning

Summative Assessment: End Of Unit Assessment
Equipment Needed: Smartboard/Mimio, construction paper, scissors, glue, crayons
Teacher Resources: myWorld Interactive Teacher Edition
Formative Assessments:

- End of Unit Assessment

Lesson Plans

Lesson	Time Frame
Lesson 1 Talking About Time	40 minutes/1 day
Lesson 2 Measuring Time	40 minutes/1 day
Lesson 3 Weeks and Months	40 minutes/1 day

Teacher Notes:
Students will complete a family project completing a log of family events for one weekend.

Curriculum Development Resources/Technology Resources:

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

Telling Time for Children: <https://www.youtube.com/watch?v=HrxZWNu72WI>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Talking About Time Time Frame: 40 mins/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts, Social Studies

Integration of Technology: myWorld Interactive, online resources

Equipment Needed: Computer, Projector, myWorld Interactive Student Text

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify past, present, and future in relation to time. - Use the words past, present, and future to talk about time. - Compare and contrast something in the past, present, and future.	Lesson Sequence - Prepare to Read: Unlock the Big Question statement: I will know how to talk about time. - Introduce the Vocabulary: present, past, future. - Read the Lesson: Talking About Time: Talk about something fun you will do today. - Discuss: The present, the past and the future. - Lesson 1 Check: Use a separate piece of paper. Draw three pictures. Show yourself doing something in the past, present, and future. Tell how the pictures are alike and different.	Lesson 1 Check (page 117)
Differentiation: BL: Students describe activities they do in the week. They will use complete sentences beginning with past, present, and future to describe these activities. AL: Students will write one complete sentence about each thing they did or will do using past, present, and future.		
Resources Provided: myWorld Interactive Text		



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Measuring Time Time Frame: 40 mins/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts, Social Studies

Integration of Technology: myWorld Interactive, online resources

Equipment Needed: Computer, Projector, myWorld Interactive Student Text

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Differentiate between night and day. - Identify clocks and calendars as tools that measure time. - Identify that time can be measured in hours, days, weeks, months, and years.	Lesson Sequence - Prepare to Read: Unlock the Big Question statement: I will know how to measure time. - Introduce the Vocabulary: calendar, clock - Read the Lesson: Measuring Time: Act out the things you do to get ready for your day. - Discuss Daytime, Nighttime, Calendars and Clocks and measuring time. - Lesson 2 Check: Draw the sky during the day. Then, draw the sky at night. Tell how your pictures are alike and different. Label your pictures.	Lesson 2 Check (page 123)
Differentiation: BL: Students will draw and present an activity they do on a special day in the month. AL: Students draw a picture and write about their favorite thing about the current month.		
Resources Provided: myWorld Interactive Text		



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Weeks and Months Time Frame: 40 mins/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts, Social Studies

Integration of Technology: myWorld Interactive, online resources

Equipment Needed: Computer, Projector, myWorld Interactive Student Text

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize that weeks and months are another way of measuring time. - Identify a week as a length of time that is seven days long. - Identify a month as a length of time that is about four weeks long.	Lesson Sequence - Prepare to Read: Unlock the Big Question statement: I will know about weeks and months. - Introduce the Vocabulary: week, month - Read the Lesson: Weeks and Months: Tell when your birthday is. Ask if anyone else shares it. - Discuss: What is a week, Days of the week, What is a month, Names and Order of the Months. - Lesson Check 3: Write the months of the year on strips of paper. Put them in order. Use a calendar to help you.	Lesson 3 Check (page 127)
Differentiation: BL: Sing songs to help students learn the days in the week. AL: Write the days of the week on paper. Scramble the papers up and have students put the days in proper sequence starting with Sunday.		
Resources Provided: myWorld Interactive Text		



Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	Kindergarten	Unit Title:	Time and Chronology
Created:	Kindergarten Team		Board Approved on:		



Unit Overview Template

Content Area: Social Studies **Grade Level:** Kindergarten **Unit Title:** Learning About the Past

Unit Summary: Students learn that life long ago had many similarities and differences with life today. Many people in our country's past did great things and helped others. We honor great people and celebrate important events on national holidays.

Primary Interdisciplinary Connections: Language Arts

21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy

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

Unit Rationale: Life long ago had many similarities and differences with life today.

Learning Targets

Standards: NJ Student Learning Standards for Social Studies, World Languages, Social Emotional Learning, 21ST Century for College/Career Readiness

Content Statements: Chronological Thinking, Critical Thinking, Presentation Skills, History, Culture, Perspectives

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

SOC.6.1.2.HistoryCC.1 Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time

SOC.6.1.2.HistoryCC.2 Use a timeline of important events to make inferences about the "big picture" of history

SOC.6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.

SOC.6.1.2.HistorySE1 Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history

SOC.6.1.2.HistorySE2 Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

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

LA.SL.K.1.A Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CAEP.9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

SEL.PK-12.2.1 Understand and practice strategies for managing one's own emotions, thoughts and behaviors.

Unit Essential Questions:

- What was life like in the past?
- What does past mean?
- What does the word adventurers mean?
- How do we celebrate our past?

Unit Enduring Understandings:

- Life long ago had many similarities and differences with life today.
- Many people in our country's past did great things and helped others.



- We honor great people and celebrate important events on national holidays.

Unit Learning Targets:

Students will....

recognize the meaning of history.

identify three Americans in history.

recognize the meaning of several American holidays.

Evidence of Learning

Summative Assessment: End of Unit Assessment

Equipment Needed: Smartboard/Mimio, construction paper, scissors, glue, crayons

Teacher Resources: myWorld Interactive Teacher Edition

Formative Assessments:

- End of Unit Assessment

Lesson Plans

Lesson	Time Frame
Lesson 1 Life Long Ago	40 minutes/1 day
Lesson 2 People in History	40 minutes/1 day
Lesson 3 We Celebrate Our Past	40 minutes/1 day

Teacher Notes:

Students will have a family project to share about their family from the past.

Curriculum Development Resources/Technology Resources:

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

Long Ago and Now: <https://www.youtube.com/watch?v=U-r-xHln6nE>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Life Long Ago Time Frame: 40 mins/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts, Social Studies

Integration of Technology: myWorld Interactive, online resources

Equipment Needed: Computer, Projector, myWorld Interactive Student Text

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize the meaning of history. - Compare and contrast life long ago and life today. - Analyze visuals and identify important details.	Lesson Sequence - Prepare to Read: Unlock the Big Question statement: I will know what life was like in the past. - Introduce the Vocabulary: history, crop - Read the Lesson: Life Long Ago: Act out ways you help out at home. - Discuss: Life at Home, Food, Clothing, Having Fun long ago and today. - Lesson 1 Check: Draw something you do for fun that is different from the past. Tell a partner about your drawing.	Lesson 1 Check (page 147)
Differentiation: BL: Students will view picture cards of events or actions that took place in the past. Students will identify what is taking place and think about how the action is accomplished today. AL: Children create pairs of picture cards, one showing action of the past and another showing how the action is accomplished today.		
Resources Provided: myWorld Interactive Text		



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: People in History Time Frame: 40 mins/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts, Social Studies

Integration of Technology: myWorld Interactive, online resources

Equipment Needed: Computer, Projector, myWorld Interactive Student Text

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify three Americans in history. - Compare and contrast the lives of three individuals from history. - Identify different ways people have helped America grow.	Lesson Sequence - Prepare to Read: Unlock the Big Question statement: I will know about people who helped our country in the past. - Introduce the Vocabulary: explorer, volunteer - Read the Lesson: People in History: Show what you do when you go to a new place. - Discuss: Daniel Boone, Clara Barton, Booker T. Washington. - Lesson 2 Check: Write how Clara Barton and Booker T. Washington were similar. Finish the sentence with the correct information.	Lesson 2 Check (page 153)
Differentiation: BL: Students will say a sentence about each person from the lesson. AL: Students will play, “Who Am I?” game.		
Resources Provided: myWorld Interactive Text		



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: We Celebrate Our Past Time Frame: 40 mins/1 day

Lesson Components

21st Century Themes

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

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Language Arts, Social Studies

Integration of Technology: myWorld Interactive, online resources

Equipment Needed: Computer, Projector, myWorld Interactive Student Text

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize the meaning of several American holidays. - Identify the people and events that specific holidays celebrate. - Analyze visuals and identify important details.	Lesson Sequence - Prepare to Read: Unlock the Big Question statement: I will know how we celebrate our past. - Introduce the Vocabulary: custom, veteran - Read the Lesson: We Celebrate Our Past: Show how you celebrate a holiday. - Discuss: Columbus Day, Labor Day, Days for our Soldiers, Dr. Martin Luther King Jr. Day. - Lesson 3 Check: Complete the sentence with the correct information.	Lesson 3 Check (page 157)
Differentiation: BL: Students look at lesson pictures and say a sentence. AL: Students review pictures from different holidays. Students will write one or two sentences describing each picture.		
Resources Provided: myWorld Interactive Text		



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Social Studies	Grade Level: Kindergarten	Unit Title: Learning About the Past
Created: Kindergarten Team	Board Approved on:	



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

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

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



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

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



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

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



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

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

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

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

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

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

Goals:

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

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

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

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

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

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

Elementary Schools

James Caldwell
Thelma L. Sandmeier

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide

and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students

enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

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

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

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

Procedures

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

Team meetings present the opportunity to review data and assess the educational needs of all students. 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.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Gifted and talented student: The “[*Strengthening Gifted and Talented Education Act*](#)” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be

referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student’s grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student’s general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

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.