



Springfield Public Schools
Springfield, New Jersey 07081

Social Studies
Grade 3

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 on July 25, 2022



**Springfield Public Schools
Springfield, New Jersey**

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Superintendent of Schools**

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

"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
Superintendent of Schools
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Michelle Calas
School Business Administrator/
Board Secretary
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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:

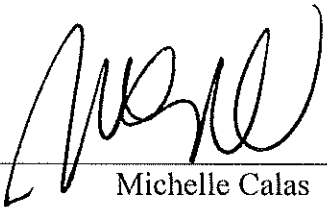
- Revised Elementary Curriculum due to revised state standards.
 - K-5 Social Studies
- Revised Middle School Curriculum due to revised state standards.
 - Grades 6-8 Social Studies
- Revised High School Curriculum due to revised state standards.
 - AP Macroeconomics
 - AP European History
 - AP US Government & 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:** 3 **Unit Title:** Economics

Unit Summary: Students learn how people depend on one another to produce, sell, and buy goods and services, how business operates, how people work in a community and how people trade around the world.

Primary Interdisciplinary Connections: ELA, Math, & Technology

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

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

Unit Rationale: Students will gain an understanding of how economics works in order to become informed consumers.

Learning Targets

Standards: U.S. History: America in the World; Economics, Innovation; Technology; Reading and Writing; Mathematics; Social-Emotional Learning

Content Statements: Geography, People, and Environment

People make decisions based on their needs, wants, and the availability of resources. Economics is a driving force for the occurrence of various events and phenomena in societies.

Interaction among various institutions in the local, national, and global economics influence policy making and societal outcomes. Availability of resources affects economic outcomes.

Understanding of financial instruments and outcomes assist citizens in making sound decisions about money, saving, spending, and investments.

Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. Economic opportunities in New Jersey and the other states are related to the availability of resources and technology.

Key Ideas and Details, Craft and Structure, & Integration of Knowledge and Ideas.

Technology operations and Concepts.

Represent and Interpret Data.

Self-Management; Social Awareness; Relationship Skills



CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.1.5.EconEM.2	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.
6.1.5.EconET.2	Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations
6.1.5.EconEM.1	Describe the skills and knowledge required to produce specific goods and services.
6.1.5.EconEM.3	Explain why individuals and businesses specialize and trade
6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.
6.1.5.EconGE.1	Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.5.EconGE.2	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
6.1.5.EconGE.3	Use economic data to explain how trade leads to increasing economic interdependence among nations.
6.1.5.EconGE.4	Compare and contrast how the availability of resources affects people across the world differently.
6.1.5.EconNM.5	Explain how the availability of private and public goods and services is influenced by the government and the global economy.
6.1.5.EconNM.7	Describe the role and relationship among households, businesses, laborers, and governments within the economic system
Tech: 9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
Tech: 9.4.5.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively
NJSLS: RI.3.1.	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
NJSLS: RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
NJSLS: RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
NJSLS: RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently



NJSLS: RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interaction in a variety of settings.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
CRP: 9.1.4.B.1	Differentiate between financial wants and needs.
CRP: 9.1.4.B.2	Identify age-appropriate financial goals.
CRP: 9.1.4.B.3	Explain what a budget is and why it is important.
CRP: 9.1.4.B.4	Identify common household expense categories and sources of income.
CRP: 9.1.4.D.1	Determine various ways to save.
CRP:9.1.4.D.2	Explain what it means to "invest."
CRP: 9.1.4.D.3	Distinguish between saving and investing
CRP: 9.1.4.E.1	Determine factors that influence consumer decisions related to money.
Unit Essential Questions: • How is money earned and how do people share it? • How can one person make a difference by making a good choice? • How can we use money wisely? • How does money work? • How do we learn the value of money? • How are producers and consumers interdependent?	
Unit Enduring Understandings: • In an interdependent world, wants and needs are met globally. • Learning how to save money and prepare you to participate in the economic community. • Consumers and producers are dependent on each other to meet the needs and wants of a community.	
Unit Learning Targets: Students will.... • Explain why countries import and export goods. • Identify how technology has changed communities worldwide. • Identify how transportation has improved the quality of goods and services. • Understand that consumers and producers are interdependent. • Understand the relationship between supply and demand and how it relates to price. • Explore the world of work. • Recognize the difference between human, natural, and capital resources. • Understand the importance of entrepreneurships. • Understand how supply and demand affects pricing.	



Explain the relationship between saving and spending.
 Recognize skills used to make economic decisions.

Evidence of Learning

Summative Assessment: Unit Assessment and Business

Equipment Needed: Textbooks, Homework and Practice Book, Projection, Elmo Camera, Teacher Edition, Leveled Readers

Teacher Resources: eharcourtschool.com, brainpopjr.com

Formative Assessments:

- HW pages
- Practice Book Pages
- Chapter Reviews
- Lesson Quizzes
- Leveled Readers
- Classwork
- Class Participation
- PBL rubric
- Facilitation Grid
- Stop and Go Quizzes

Lesson Plans

Lesson	Time Frame
Lesson 1 Lemonade Stand	September-November
Lesson 2 Human, Natural, and Capital Resources	September-November
Lesson 3 Business Plan	September-November

Curriculum Development Resources/Technology Resources:

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

brainpop.com
 brainpopjr.com
 edpuzzle.com
 coolmath-games.com/lemonade



Lesson Plan 1

Content Area: Social Studies Lesson Title: Lemonade Stand Time Frame: 60 min/2 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: ELA, Math, & Technology

Integration of Technology: Websites

Equipment Needed: Teacher Book/Student Book pages 382-385, Laptops, iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand producers and consumers are interdependent. - Understand the relationship between supply and demand and how price changes. - Describe concepts of money in saving, spending, and debt.	Lesson Sequence - Read <i>Alex and the Amazing Lemonade Stand</i> pages 382-385. - Discuss producer and consumer relationship as it applies to the story. - Students work with partners to discuss strategies that would make a successful lemonade stand. - Discuss how business choices affect their profit. - Whole class will use a virtual reality lemonade stand to explore owning a business. - Reflection of pros and cons that created a profit or loss.	- Written reflection - Class discussion - Profit/Loss Worksheet
Differentiation: - Rubric for written responses - Various product to show understanding - Modified work as per IEP - Heterogeneous grouping - Create an advertisement poster - Allow struggling students to dictate responses		
Resources Provided: - brainpopjr.com - brainpop.com - edpuzzle.com		



- coolmath-games.com/lemonade

Lesson Plan 2

Content Area: Social Studies Lesson Title: Human, Natural, and Capital Resources Time Frame: 60 min/2 days

Lesson Components

21st Century Themes

x Global Awareness x Financial, Economic, Business and Entrepreneurial Literacy
 x Civic Literacy □ Health Literacy

21st Century Skills

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

Interdisciplinary Connections: ELA, Math, & Technology

Integration of Technology: Audiobook of *Goat and the Rug*/Online PDF of book

Equipment Needed: Teacher Book/Student Book pages 392-403, Laptops, iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify the three types of resources used in a business. • Recognize the differences between human, natural, and capital resources. • Identify the types of resources used by a specific type of business. • Explain how people in a community depend on one another.	Lesson Sequence • Read <i>The Goat and the Rug</i> by Charles L. Blood and discuss the lesson. vocabulary and introduce types of resources • Define resources as a whole class. • Complete a resource sort based on the story. • Students read book pages, 392-403. • Complete reading support page from practice book. • Assessment: “How Business Works” from practice book	• “How Business Works” Worksheet • Class Discussion • Goat and Rug Sort
Differentiation: • Rubric for written responses • Various products to show understanding • Modified work as per IEP • Heterogeneous grouping • Create an advertisement poster • Allow struggling students to dictate responses		



Resources Provided:

- eharcourtschool.com
- brainpopjr.com
- brainpop.com
- learnzillion.com

Lesson Plan 3

Content Area: Social Studies Lesson Title: Business Plan Time Frame: 60 minutes/4 days

Lesson Components

21st Century Themes

x Global Awareness x Financial, Economic, Business and Entrepreneurial Literacy
 x Civic Literacy x Health Literacy

21st Century Skills

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

Interdisciplinary Connections: ELA, Math, & Technology

Integration of Technology: Laptops and iPads for researching business, writing up a business plan, creating a pitch using PowerPoint, iMovie, or Word Doc.

Equipment Needed: Laptops, iPads, and Building Materials

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Identify a business needed in Downtown Springfield based on need. ● Create a detailed business plan that reflects unit vocabulary. ● Build a model of what their business will look like. ● Design a pitch/advertisement to persuade future consumers. ● Present their business while demonstrating appropriate public speaking skills.	Lesson Sequence ● Discuss businesses that are present in Downtown Springfield. ● Brainstorm possible businesses that would be successful in town. ● Introduce what a business plan looks like and what an effective advertisement includes. ● Students create business plans and advertisements. ● Build a model of their business. ● Present their plan.	● Rubric score for business model and plan ● Rubric score for presentation
Differentiation: ● Rubric for written responses ● Various product to show understanding		



- Modified work as per IEP
- Heterogeneous grouping
- Create an advertisement poster
- Allow struggling students to dictate responses

Resources Provided:

- eharcourtschool.com
- brainpopjr.com
- brainpop.com
- learnzillion.com



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: 3rd Grade	Unit Title: Economics
Created by: Third Grade Team	Board Approved on:	



Unit Overview Template

Content Area:	Social Studies	Grade Level:	3	Unit Title:	Geography
Unit Summary: Students will be able to use thematic maps to explore the world and to explore the natural and cultural features of a variety of countries, including North America.					
Primary Interdisciplinary Connections: ELA, Math, & Technology					
21st Century Themes ☐ Creativity & Innovation ☒ Critical Thinking & Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life & Career Skills ☐ Communication & Collaboration ☐ Media Literacy					
Unit Rationale:	This helps students to explore the differences and similarities between different regions and cultures.				

Learning Targets

Standards:	U.S. History: America in the World; Economics, Innovation; Technology; Reading and Writing; Mathematics; Social-Emotional Learning
Content Statements:	Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places and environment on Earth. Urban areas, worldwide, share common physical characteristics, but also may have cultural differences. Key Ideas and Details, Craft and Structure, & Integration of Knowledge and Ideas. Technology Operations and Concept. Self-Awareness; Self-Management; Social Awareness; Responsible Decision-Making; Relationship Skills
CPI#:	Cumulative Progress Indicator (CPI):
6.1.5.GeoP P.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5.GeoP P.2	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.5.GeoP P.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
6.1.5.GeoS V.1	Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
Tech: 9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
Tech: 9.4.5.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively



NJSLS: RI.3.1.	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
NJSLS: RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
NJSLS: RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
NJSLS: RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently
NJSLS: RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
Math: 3.MD.B3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one-and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.
SEL.PK-12. 1.1	Recognize one’s feelings and thoughts.
SEL.PK-12. 2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12. 2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals.
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12. 4.1	Develop, implement and model effective problem solving and critical thinking skills.
SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others.
CRP: 9.3.12.AG- NR.3	Develop plans to ensure sustainable production and processing of natural resources.

Unit Essential Questions:

- What are some of the major oil production and consumption locations in our world?
- What are the roots of natural resources to the United States, where are they combined to make a product?
- What are the natural & cultural features of North America? How do these features impact life in NA?
- What are the natural & cultural features of 6 other continents impacting the lives of the people living there?

Unit Enduring Understandings:

- The natural features of a location will affect the lives of their inhabitants.
- Trade causes economic interdependence.



- Maps will vary and contain different kinds of information.

Unit Learning Targets:

Students will...

- Identify major areas of oil production and consumption.
- Graph oil production and consumption.
- Identify the country that exports and imports oil.
- Use maps and globes to locate and identify natural and cultural features of North America.
- Label natural and cultural features of North America, observe photos & discuss life in NA.
- Label natural and cultural features of the 6 continents, observe photos and discuss life in that continent.

Evidence of Learning

Summative Assessment: Unit 6 mini atlas, vision board, and assessments

Equipment Needed: Nystrom Unit 3 (lessons 3-5), Unit 4 (lesson 2), Unit 5 (lesson 1-4), Unit 6 (lesson 6), Harcourt Unit 2 Chapter 3 and 4 (lesson 1 and 2), PBL

Teacher Resources: Nystrom Teacher's Manual, Harcourt Teacher's Manual, PBL

Formative Assessments:

- Teacher observation; Tests/quizzes
- Classwork & Activities Sheets
- Labeling on map and globes; Final Task

Lesson Plans

Lesson	Time Frame
Lesson 1 Resources of Trade	December - February
Lesson 2 International Trade	December - February
Lesson 3 North America	December - February

Teacher Notes:

Nystrom Unit 6 lesson 2, 3; Harcourt Chapters 3 lesson 1 and 2; Harcourt Chapters 4 lesson 1 and 2

Curriculum Development Resources/Technology Resources:

BrainPop



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Resources and Trade Time Frame: 40 min

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: ELA, Math, & Technology

Integration of Technology: BrainPop, laptops, iPads

Equipment Needed: Nystrom Atlases, Desk Map 3c/3D, activity sheets

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify major areas of oil production and consumption. - Identify countries that export and import oil.	Lesson Sequence - Introduce the lesson by having students define what a natural resource is and that oil is one such resource. - The teacher will guide students through using atlases and desk maps to learn about oil and where it is located. They will then identify any producers on the map and any consumers. The students will use this information to then complete activity sheet 30 to graph the information.	- End of Unit Task - Activity Sheet 30
Differentiation: Students can research ways to conserve oil, students can determine how many barrels each country imports or exports each day using the activity sheet. Small groups complete the page with teacher guidance or partners may work together to complete the activity sheet.		
Resources Provided: - Nystrom Teacher's Edition - Activity Sheet 30		



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: International Trade Time Frame: 40 min block

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: ELA, Math, & Technology

Integration of Technology: BrainPop, eharcourtschool.com, laptops, iPads

Equipment Needed: Globes, Desk Maps

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - List natural resources needed to make a product. - Identify sources of natural resources. - Draw import and export results.	Lesson Sequence - Introduce the concept by listing the natural resources. - Students will be broken into small groups. - Their task is to identify the major sources of the natural resources by marking them on a map. - Then, they will draw the routes of import and exports.	- Groups marking on globes - Natural resources trading game
Differentiation: Students complete the task with teacher guidance		
Resources Provided: Nystrom Teacher's Edition		



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: North America Time Frame: 80 min

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: ELA, Math, & Technology

Integration of Technology: brainpop, laptops, iPads

Equipment Needed: Globe, World Maps, Desk Map

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Locate North America on a globe and on a world map. • Locate and identify natural features. • Locate and identify cultural features.	Lesson Sequence 1. Teachers will guide students to locate North America on a globe and on a world map. Hemispheres will be covered. 2. Students will locate and identify the natural features and exist in North America while completing activity sheets. 3. Students will locate and identify the cultural features that exist in North America while completing activity sheets.	• Map identification • Final Task • Activity Sheets
Differentiation: Small group completion with teacher, partners will work together		
Resources Provided: Nystrom Teacher's Edition		



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:	3	Unit Title:	Geography
Created	Third Grade Team		Board Approved on:		



Unit Overview Template

Content Area:	Social Studies	Grade Level:	3	Unit Title:	People in Communities
Unit Summary: Unit 5 focuses on how cultural differences enhance community and make them diverse. The focus will be on what cultures are found in the United States, how these cultures are expressed and how customs can vary around the world.					
Primary Interdisciplinary Connections: ELA, Math, & Technology					
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:	The world is becoming a more diverse world each day and it is vital for students to understand what this means and how to appreciate the diversity.				

Learning Targets

Standards:	U.S. History: America in the World; Economics, Innovation; Technology; Reading and Writing; Mathematics; Social-Emotional Learning
Content Statements:	In an interconnected world it is important to consider different cultural perspectives before proposing solutions to local, state, and global challenges. The cultures with which an individual or group identifies changes and evolves in response to interactions with other groups and/or in response to needs or concerns. Key Ideas and Details, Craft and Structure, & Integration of Knowledge and Ideas. Technology Operations and Concept. Represent and Interpret Data. Self-Awareness; Social Awareness; Relationship Skills
	Cumulative Progress Indicator (CPI):
6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.



6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
Tech: 9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
Tech: 9.4.5.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively
NJSLS: RI.3.1.	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
NJSLS: RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea
NJSLS: ELA RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
NJSLS: ELA RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently
NJSLS: ELA RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
Math: 3.MD.B.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one-and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.
SEL.PK-12.1 1	Recognize one’s feelings and thoughts.
SEL.PK-12.1 2	Recognize the impact of one’s feelings and thoughts on one’s own behavior.
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings and perspectives of others.
SEL.PK-12. 3.2	Demonstrate and awareness of the differences among individuals, groups and others’ cultural backgrounds.
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12. 3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others.
CRP: 9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals



CRP: 9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
Unit Essential Questions: • What different cultures can be found in the United States? • What makes up our American heritage? • How do people express their culture? • How are customs different around the world?	
Unit Enduring Understandings: • Cultural differences enrich communities. • An individual's beliefs, values, and perspectives are affected by a wide variety of things, including cultural influences.	
Unit Learning Targets: • Students will identify different cultures in our country and cultural influences in their own community to understand how perspectives can differ when facing different challenges.	

Evidence of Learning

Summative Assessment:	Ch. 9 Test, Chapter 10 Test, Unit 5 Assessment, PBL Task: Create a Landmark
Equipment Needed:	Textbooks, Projection, Mimio Lessons, Teacher Edition, Leveled Readers
Teacher Resources:	eharcourtschool.com, brainpopjr.com,
Formative Assessments: • Leveled Readers • Study Skills task sheet • Classwork • Class Participation • Homework • Chapter Review • Lesson Quizzes	

Lesson Plans

Lesson	Time Frame
Lesson 1 Chapter 9 - Lesson 2: Sharing Cultures	March - April
Lesson 2 Chapter 9 - Lesson 3: Our American Heritage	March - April
Lesson 3 Chapter 10 - Lesson 2: Holidays and Traditions	March - April
Teacher Notes: This unit ties into the Reading Street Unit 5 Cultures.	
Curriculum Development Resources/Technology Resources: www.eharcourtschool.com brainpopjr.com	

Lesson Plan 1 Template



Content Area:	Social Studies	Lesson Title:	Ch. 9 Lesson 2: Sharing Cultures	Time Frame:	2 per. / 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: ELA & Technology					
Integration of Technology: Laptops and iPads					
Equipment Needed: Social Studies textbook, Laptops and iPads					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand how different groups share their cultures in the United States. - Compare and contrast diversity and cultures in communities. - Identify ways that immigrants contribute to communities.	Lesson Sequence - Review lesson vocabulary. - Partner or independent reading of textbook pages 332-337. - Partners complete tasks based upon their weekly work plan.	- Activities based on the work plan - quizzes - tests
Differentiation: small group instruction, leveled activities, online components, grouping strategies, modify work plan		
Resources Provided: - Teacher's Manual - Problem based learning task - Technology		



Content Area:	Social Studies	Lesson Title:	Ch. 9 Lesson 3: Our American Heritage	Time Frame:	2 periods/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: ELA & Technology					
Integration of Technology: Laptops and iPads as a research tool					
Equipment Needed: Social Studies textbook, Laptops and iPads					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify American landmarks such as: the Statue of Liberty and Mt. Rushmore - Identify and explain the significance of national holidays such as: Dr. Martin Luther King Jr., President's Day, Veteran's Day and Independence Day	Lesson Sequence - Group benchmark lesson creating a chart for the words Landmark and Holiday. - Students will partner or do independent reading of pages 338-341. - Students will continue to complete work-plan activities.	- work-plan activities - quizzes - tests
Differentiation: small group instruction, leveled activities, online components, grouping strategies, modify work plan		
Resources Provided: - Teacher's Manual - Problem based learning task - Technology		



Content Area:	Social Studies	Lesson Title:	Ch. 10 Lesson 2: Holidays and Traditions	Time Frame:	2 periods/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: ELA & Technology					
Integration of Technology: Laptops and iPads, Mimio					
Equipment Needed: Laptops and iPads, Mimio					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify St. Patrick's Day, Cinco De Mayo, Mexican Independence Day and Kwanza as examples of cultural holidays. - Compare and contrast how different cultural groups celebrate the New Year.	Lesson Sequence - Students will research U.S. landmarks. - As students research they will explore the cultures of our community as well as communities around the world. - Students will research different types of music, language, clothing. - Students will use the information they learned to develop a landmark that reflects our school culture. This will be presented to the class.	- work-plan activities - quizzes - tests - Sandmeier landmark - Presentation
Differentiation: small group instruction, leveled activities, online components, grouping strategies, modify work plan		
Resources Provided: - Teacher's Manual - Problem based learning task - Technology		



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:	3	Unit Title:	People in Communities
Created by:	Third Grade Team	Board Approved on:			



Unit Overview Template

Content Area:	Social Studies	Grade Level:	3rd	Unit Title:	Citizens and Government
Unit Summary: Communities need laws & government to run well. In this unit students will focus on what citizens can do to participate in their government. They will learn how their local, state, and national governments are structured, what each of these governments do and who their leaders are.					
Primary Interdisciplinary Connections: ELA, Math, & Technology 21st Century Themes x Creativity and Innovation x Critical Thinking and Problem Solving x ICT Literacy x Information Literacy x Life and Career Skills x Communication and Collaboration x Media Literacy					
Unit Rationale:	Students will gain an understanding of how communities depend on citizens to participate in their government.				

Learning Targets

Standards:	U.S. History: America in the World; Economics, Innovation; Technology; Reading and Writing; Mathematics; Social-Emotional Learning
Content Statements:	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Technology Operations and Concepts. Represent and Interpret Data. Self-Awareness; Social Awareness; Responsible Decision-Making; Relationship Skills
CPI#:	Cumulative Progress Indicator (CPI):
6.1.5.CivicsPD.1	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
6.1.5.CivicsPD.2	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
6.1.5.CivicsPD.4	Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.
6.1.5.CivicsDP.1	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.



6..1.5.CivicsPR.1	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
6.1.5.CivicsPR.2	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
6.1.5.CivicsPR.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsPR.4	Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.
6.1.5.CivicsHR.1	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
6.1.5 Civics PI. 4	Describe the services our government provides the people in the community, state and across the United States.
6.1.5 Civics PI. 5	Explain how the government functions at the local, county, and state level.
6.1.5 Civics PI. 6	Distinguish the roles and responsibilities of the three branches of the national government.
Tech: 9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
Tech: 9.4.5.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively
NJSLS: RI.3.1.	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
NJSLS: RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
NJSLS: RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
NJSLS: RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
NJSLS: RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.
Math: 3.MD.B.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one-and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.
SEL.PK-12.1.2	Recognize the impact of one’s feelings and thoughts on one’s own behavior.
SEL.PK-12.1.3	Recognize one’s personal traits, strengths and limitations.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others.



SEL.PK-12.3.4	Demonstrate and awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed.
CRP: 9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.
CRP: 9.1.4.F.2	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

Unit Essential Questions:

- What are our rights as citizens?
- What are our responsibilities as citizens?
- What does our government do?
- How do other world communities govern their people?

Unit Enduring Understandings:

- As citizens we have rights and responsibilities.
- Making good decisions is a quality of a good citizen.
- There are different types of government, local, national, and state.
- Various symbols are associated with United States history.

Unit Learning Targets:

Students will....

- Understand and apply some basic rights of citizens, including the freedoms of religion, speech, press, and assembly
- Understand that citizens have responsibilities.
- Describe the traits of a good citizen.
- Identify leaders of our government and their roles.
- Explain basic types, purposes, services, and structures of city, state, and national governments.
- Explain how certain symbols are associated with values of United States history & government.

Evidence of Learning

Summative Assessment: PowerPoint rubric and test

Equipment Needed: Textbooks, Homework and Practice Book, Projection, Teacher Edition, Reading Street Book

Teacher Resources: brainpopjr.com

Formative Assessments:

- Homework Pages
- Practice Book Pages
- Chapter Reviews
- Lesson Quizzes
- Leveled Readers
- Classwork



- Class Participation

Lesson Plans

Lesson	Time Frame
Lesson 1 Rights and Responsibilities of Citizens	May-June
Lesson 2 Government	May-June
Lesson 3 Symbols of our Nation	May-June

Teacher Notes: This ties into Unit 6 in Reading Street, Freedom.

Curriculum Development Resources/Technology Resources:

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

brainpop.com

brainpopjr.com



Lesson Plan 1 Template					
Content Area:	Social Studies	Lesson Title:	Rights and Responsibility of Citizens	Time Frame:	2 periods/2 days
Lesson Components					
21st Century Themes					
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy					
21st Century Skills					
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy					
Interdisciplinary Connections: ELA & Technology					
Integration of Technology: BrainPop					
Equipment Needed: My World Textbook Laptops, Reading Street Textbook					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe the rights and responsibilities of citizens. - Identify character traits of a good citizen.	Lesson Sequence - Introduce the 1st Amendment freedoms. - Read the textbook and work on reading support activities. - Define Vocabulary in the unit. - Use BrainPop videos to assist in describing traits citizens should have which makes them a good citizen. - Through textbook biographical examples, on pages 210-216, determine character traits that make a good citizen and create a PowerPoint.	- Class discussions - Participation - Poster and presentation
Differentiation: Flexible grouping Modified writing requirements Audio book for struggling readers Research an upstander		
Resources Provided: - pearsonrealize.com - Audio disc - Textbook		



- Rights of citizens PowerPoint
- Unit 6 Reading Street Stories

Lesson Plan 2 Template

Content Area:	Social Studies	Lesson Title:	Government	Time Frame:	2 periods /2 days
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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: ELA, Math, & Technology

Integration of Technology: brainpop.com, brainpopjr.com

Equipment Needed: Audio Disc, Laptops, ipads, Reading Street Textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify three levels of government. - Understand the responsibilities of the three levels. - Identify three branches of government. - Understand the responsibilities of the three branches.	Lesson Sequence - Students will work in a small group, with a partner or independently and read textbook pages 142-149 and complete the lesson check questions. - Use the textbook to create a poster about the different levels of the government. - Create a lapbook detailing the different branches of the government. - Complete work plan activities for reinforcement.	- Class discussion - Worksheets - Poster/Lapbook
Differentiation: Modified written responses		



Audio disc if needed

Flexible grouping

Create a story of a day in the life of a government leader

Resources Provided:

- Textbook
- Audio Disk
- Laptops/iPads
- Printed Media
- Unit 6 Reading Street Stories



Lesson Plan 3 Template					
Content Area:	Social Studies	Lesson Title:	Symbols of Our Nation	Time Frame:	2 periods /2 days
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: ELA & Technology					
Integration of Technology: pearsonrealize.com, brainpop.com, brainpopjr.com					
Equipment Needed: Textbook and Audio Disk, Laptops/iPads, Reading Street Textbook					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify various monuments, memorials, and documents and what they symbolize. - Explain how certain symbols are associated with values of the United States history and government.	Lesson Sequence - Introduce the lesson vocabulary and view BrainPop Jr. “U.S. Symbols” - Students will work in a small group, with a partner or independently and read textbook pages 168-172. - Complete Lesson 4 Check questions. - Explain to students that they will be creating a Big Book of Symbols. Brainstorm examples of symbols to research. - Students will work on the <i>Big Book of Symbols</i>.	- Big Book of Symbols - Class Participation - Scoring Rubric
Differentiation: Flexible grouping Modified writing requirements Audio books for struggling readers Create a minibook and research a symbol that has not been discussed		



Resources Provided:

- pearsonrealize.com
- Audio Disk
- Textbook
- Unit 6 Reading Street Stories

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: 3	Unit Title: Citizens and Government
Created: Third Grade 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:



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**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



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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



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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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



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**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.