



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

**Springfield Public Schools**  
**Springfield, New Jersey 07081**

**Social Studies**  
**Grade 4**

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

*"Cultivating compassionate and extraordinary learners"*

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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:

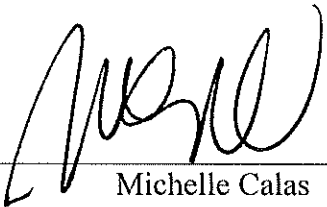
- Revised Elementary Curriculum due to revised state standards.
  - K-5 Social Studies
- Revised Middle School Curriculum due to revised state standards.
  - Grades 6-8 Social Studies
- Revised High School Curriculum due to revised state standards.
  - AP Macroeconomics
  - AP European History
  - AP 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 26<sup>th</sup> of July 2022.

SEAL

  
\_\_\_\_\_  
Michelle Calas  
School Business Administrator/Board Secretary



### Unit Overview Template

|                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                      |                     |   |                    |                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------|---|--------------------|------------------------|
| <b>Content Area:</b>                                                                                                                                                                                                                                                                                                                                                                                             | Social Studies                                                                                                       | <b>Grade Level:</b> | 4 | <b>Unit Title:</b> | NJ Land & Early People |
| <b>Unit Summary:</b> The students will study the geography of New Jersey along with its history, economics, government, and culture. They will learn about how New Jersey changes over time and how it is a place of importance.                                                                                                                                                                                 |                                                                                                                      |                     |   |                    |                        |
| <b>Primary Interdisciplinary Connections:</b><br><b>21<sup>st</sup> Century Themes</b> <input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> ICT Literacy<br><b>x</b> Information Literacy <b>x</b> Life and Career Skills <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Media Literacy |                                                                                                                      |                     |   |                    |                        |
| <b>Unit Rationale:</b>                                                                                                                                                                                                                                                                                                                                                                                           | This unit will help students understand how learning about their state will help the students to be better citizens. |                     |   |                    |                        |

### Learning Targets

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Standards:</b>          | U.S. History: America in the World, Active Citizenship in the 21st Century; Reading; Math; Technology; Social-Emotional Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Content Statements:</b> | <p>Places are jointly characterized by their physical and human properties. The physical environment can both accommodate and be endangered by human activities. Regions form and change as a result of unique physical/ecological conditions, economics, and cultures. Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time. Active citizens in the 21st century are aware of their relationships to people, places, and resources in the local community and beyond and make informed and reasoned decisions by seeking and assessing.</p> <p>Key Ideas and Details, Integration of Knowledge and Ideas,</p> <p>Technology Operations and Concepts</p> <p>Social Awareness</p> |
| <b>CPI#:</b>               | <b>Cumulative Progress Indicator (CPI):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 6.3.5.GeoGI.1:             | Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 6.1.5.CivicsPI.9:          | Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 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.CivicsHR.3:          | Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



|                   |                                                                                                                                                                           |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.                                                    |
| 6.3.5.CivicsPD.1: | Develop an action plan that addresses issues related to climate change and share with school and/or community members.                                                    |
| 6.3.5.GeoHE.1:    | Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.               |
| RL.4.1:           | Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text             |
| RL.4.7:           | Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.                                                  |
| RI.4.3:           | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text |
| 9.1.5.EG.2:       | Describe how tax monies are spent                                                                                                                                         |
| 9.1.5.FP.3:       | Analyze how spending choices and decision-making can result in positive or negative consequences.                                                                         |
| 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.                                              |
| SEL.PK-12.3.2:    | Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds                                                                   |
| SEL.PK-12.3.1:    | Recognize and identify the thoughts, feelings and perspectives of other                                                                                                   |

### **Unit Essential Questions:**

- Where is New Jersey located? What are its natural regions and major cities?
- How did New Jersey's natural regions form, and what are the physical characteristics in each region?
- How would you describe the climate and natural resources of New Jersey?
- Who were the Native American groups of New Jersey and how did they live?
- Why did Europeans come to North America?
- How was the New Jersey colony divided and settled?
- Why did the colonies want independence from Britain?
- Why and how was the new Constitution written?
- How did new forms of transportation change New Jersey?
- How did the issue of slavery affect New Jersey?
- How did New Jersey grow and change in the early twentieth century?
- How did New Jerseyans meet challenges during difficult times?
- How had New Jersey changed by the end of the 1900s?
- What are the roles of the three branches of the United States Government?
- How are New Jersey's state and local governments organized?
- What industries make up New Jersey's economy?
- What makes New Jersey a diverse state?



### **Unit Enduring Understandings:**

- People in New Jersey have always been influenced by their environment.
- People have affected their environments.
- The exploration and settlement of North America led to changes in the area that is now New Jersey.
- Historical events and human activities have caused New Jersey to grow and change over time.
- New Jerseyans are proud of their history, government, and culture.

### **Unit Learning Targets:**

Students will....

- Describe the natural features of New Jersey.
- Explain how the Lenape used legends to explain their world.
- Understand how traditional stories express beliefs about history, culture, and the natural world.
- Describe New Jersey's location relative to other states, countries, and bodies of water.
- Identify New Jersey's natural regions and its major cities.
- Use a map to identify and describe the locations of cities in New Jersey.
- Explain how New Jersey's natural regions were formed over time.
- Identify the physical characteristics of New Jersey's natural regions.
- Describe New Jersey's climate.
- Identify the different kinds of natural resources found in New Jersey.
- Identify the culture and products of New Jersey's early people.
- Tell how changes in climate affect Native Americans in New Jersey.
- Describe the Lenape culture and discuss how Lenape beliefs and values were handed down over time.
- Discuss how persevering Lenape heritage connects present events to the past.
- Identify ways that language can be used to present aspects of culture and heritage.
- Describe the causes and effects of New Jersey's early settlements.
- Describe the events leading up to the Battle of Trenton.
- Explain why different European groups came to North America.
- Describe European settlements in New Jersey and how settlements affected the Lenape.
- Identify aspects of Dutch culture as shown in artifacts.
- Discuss reasons why various groups immigrated to New Jersey.
- Describe the events leading to the American Revolution.
- Discuss New Jersey's role during the American Revolution.
- Identify the importance of the Constitution as a governing document.
- Explain how the Constitution and the Bill of Rights express democratic values.
- Examine differing points of view about representation in Congress.
- Explain how people can work together to solve a problem.
- Examine differing points of view about representation in Congress.
- Identify and discuss inventions in transportation and communication in New Jersey in the early 1800s.
- Explain the growth of cities in New Jersey as a shift from rural areas.
- Identify who is a United States citizen with the right to vote.
- Describe what people in New Jersey did in response to slavery.
- Explain how people in New Jersey participated in the Civil War.



- Describe how transportation, industry, and inventions changed the economy of New Jersey.
- Discuss the immigrants and migrants who became New Jersey workers.
- Discuss Thomas Edison and the impact of his inventions on life today.
- Discuss the experiences of immigrants and Ellis Island.
- Explain the value of preserving Ellis Island because of its importance to our national heritage.
- Explain how World War I and World War II affected people and industries.
- Describe the changes caused by the Great Depression and the New Deal.
- Discuss the ways citizens influence public policy on equal rights.
- Describe recent challenges for people in New Jersey.
- Recognize that the government exists at federal and state levels.
- Identify the fundamental values of American democracy in the Bill of Rights.
- Describe how rights guaranteed by the Constitution and Bill of Rights contribute to the continuation of democracy.
- Recognize that government exists at federal, state, county, and municipal levels.
- Describe how volunteering helps the government meet the needs of its citizens.
- Identify fundamental values and principles of American democracy.
- Recognize that the Statue of Liberty, the Statue of Justice, and the American flag are important national symbols.
- Recognize the history and importance of the New Jersey State House.
- Describe New Jersey's economy.
- Describe how New Jerseyans have improved their ability to earn income by gaining knowledge, skill, and experience.
- Discuss the significant contributions of people who have lived in New Jersey.
- Examine and compare the diverse cultures in the United States and New Jersey.

### Evidence of Learning

#### **Summative Assessment:**

Regions map, Unit 1 assessment, Unit 2 assessment, Unit 3 assessment, Unit 4 assessment

#### **Equipment Needed:**

Harcourt Textbooks, iPads

#### **Teacher Resources:**

Teacher's Manual, assessments, supplemental materials, related online websites, iPad apps, Studies Weekly Magazine

#### **Formative Assessments:**

- Harcourt Practice Book Pages
- Maps
- Vocabulary
- End of Chapter concept questions
- Projects
- Class Discussions



### Lesson Plans

| Lesson                                                   | Time Frame    |
|----------------------------------------------------------|---------------|
| Lesson 1 The Lenape                                      | 40 min/4 days |
| Lesson 2 Europeans Arrive and The New Jersey Colony      | 40 min/4 days |
| Lesson 3 National Government, State and Local Government | 40 min/4 days |

#### **Teacher Notes:**

Lesson 1 is Unit 1, Lesson 4  
 Lesson 2 is Unit 2, Lessons 1 and 2  
 Lesson 3 is Unit 4, Lessons 1 and 2

Possible Field Trip to Ellis Island will be used to help further discuss immigration.

#### **Curriculum Development Resources/Technology Resources:**

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

brainpop.com

app.studiesweekly.com/online

Newsela



| Lesson Plan 1 Template                                                                                                                                                                                                                                                                                                    |                |                      |            |                    |              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------------|------------|--------------------|--------------|
| <b>Content Area:</b>                                                                                                                                                                                                                                                                                                      | Social Studies | <b>Lesson Title:</b> | The Lenape | <b>Time Frame:</b> | 40 min/4days |
| Lesson Components                                                                                                                                                                                                                                                                                                         |                |                      |            |                    |              |
| <b><u>21<sup>st</sup> Century Themes</u></b>                                                                                                                                                                                                                                                                              |                |                      |            |                    |              |
| <b>x</b> Global Awareness <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy<br><b>x</b> Civic Literacy <input type="checkbox"/> Health Literacy                                                                                                                                         |                |                      |            |                    |              |
| <b><u>21<sup>st</sup> Century Skills</u></b>                                                                                                                                                                                                                                                                              |                |                      |            |                    |              |
| <input type="checkbox"/> Creativity and Innovation <b>x</b> Critical Thinking and Problem Solving <input type="checkbox"/> Information Literacy<br><b>x</b> Life and Career Skills <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Media Literacy <input type="checkbox"/> ICT Literacy |                |                      |            |                    |              |
| <b>Interdisciplinary Connections:</b><br>ELA, math, and technology                                                                                                                                                                                                                                                        |                |                      |            |                    |              |
| <b>Integration of Technology:</b> iPads                                                                                                                                                                                                                                                                                   |                |                      |            |                    |              |
| <b>Equipment Needed:</b> Homework Practice Book, Main Idea Details Graphic Organizer, iPads,                                                                                                                                                                                                                              |                |                      |            |                    |              |

| Goals/Objectives                                                                                                                                                                                                                                                                                                      | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                             | Formative Assessment<br>Tasks                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>Identify the culture and products of New Jersey's early people.</li> <li>Tell how changes in climate affected Native Americans in New Jersey.</li> <li>Describe Lenape culture and discuss how Lenape beliefs and values were handed down over time.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Build background with the teacher read aloud of <i>You Are There</i> on page 10.</li> <li>Whole class reading and class discussion of textbook pages 10-15.</li> <li>Partners complete review activities on page 15.</li> <li>Completion of Homework and Practice page 1.</li> <li>Map and Globe Skills Practice using Longitude and Latitude on textbook pages 16 and 17.</li> </ol> | <ul style="list-style-type: none"> <li>Class Discussion</li> <li>Review Questions</li> <li>Homework and Practice Page 5</li> </ul> |
| <b>Differentiation:</b><br>Reach all Learners Activity pg - 39<br>Strategic Grouping<br>Teacher Led Mini Group                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                    |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>Teacher's Manual</li> </ul>                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                    |



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- Student Textbooks
- Homework and Practice Book
- Studies Weekly Magazine
- Leveled Readers



### Lesson Plan 2 Template

|                      |                |                      |                                            |                    |              |
|----------------------|----------------|----------------------|--------------------------------------------|--------------------|--------------|
| <b>Content Area:</b> | Social Studies | <b>Lesson Title:</b> | Europeans Arrive and the New Jersey Colony | <b>Time Frame:</b> | 40 min/4days |
|----------------------|----------------|----------------------|--------------------------------------------|--------------------|--------------|

### Lesson Components

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

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

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

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

**Interdisciplinary Connections:** ELA, Math, and Technology

**Integration of Technology:** iPads

**Equipment Needed:** Homework Practice Book, Main Idea Details Graphic Organizer, iPads

| Goals/Objectives                                                                                                                                                                                                                                                                                                                                                                        | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                             | Formative Assessment<br>Tasks                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>Explain why different European groups came to North America.</li> <li>Describe European settlements in New Jersey and how settlements affect the Lenape.</li> <li>Discuss reasons that various groups immigrated to the New Jersey Colony.</li> <li>Explain how religion was a factor in the settlement of New Jersey.</li> </ul> | Lesson Sequence: <ol style="list-style-type: none"> <li>Build Background by reading <i>Crossing the Delaware</i> on page 56-57.</li> <li>Break the students into different groups and assign groups to different parts of the textbook pages 59-63 and 67-69.</li> <li>Groups will read the assigned pages and then create a PowerPoint presentation to share their learning with the class.</li> <li>Each student will independently complete review questions #6 from p. 63-69.</li> </ol> | <ul style="list-style-type: none"> <li>Homework and Practice book pages 10, 11, and 12</li> <li>Powerpoint presentations</li> <li>Review question #6 from pages 63-69</li> <li>Research questions based on reading</li> </ul> |
| <b>Differentiation:</b><br>Reaching All Learners - pages 62 and 69                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                               |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>Teacher's Manual</li> <li>Student Textbooks</li> <li>Homework and Practice Book</li> <li>Leveled Readers</li> <li>Studies Weekly Magazine</li> </ul>                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                               |



| Lesson Plan 3 Template                                                                                                                                                                                                                                                                                    |                |                      |                                                 |                    |                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------------|-------------------------------------------------|--------------------|--------------------|
| <b>Content Area:</b>                                                                                                                                                                                                                                                                                      | Social Studies | <b>Lesson Title:</b> | National Government, State and Local Government | <b>Time Frame:</b> | 80 min over 2 days |
| Lesson Components                                                                                                                                                                                                                                                                                         |                |                      |                                                 |                    |                    |
| <b><u>21<sup>st</sup> Century Themes</u></b>                                                                                                                                                                                                                                                              |                |                      |                                                 |                    |                    |
| <input type="checkbox"/> Global Awareness <b>x</b> Financial, Economic, Business and Entrepreneurial Literacy<br><b>x</b> Civic Literacy <input type="checkbox"/> Health Literacy                                                                                                                         |                |                      |                                                 |                    |                    |
| <b><u>21<sup>st</sup> Century Skills</u></b>                                                                                                                                                                                                                                                              |                |                      |                                                 |                    |                    |
| <b>x</b> Creativity and Innovation <b>x</b> Critical Thinking and Problem Solving <input type="checkbox"/> Information Literacy<br><b>x</b> Life and Career Skills <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Media Literacy <input type="checkbox"/> ICT Literacy |                |                      |                                                 |                    |                    |
| <b>Interdisciplinary Connections:</b> Math and ELA                                                                                                                                                                                                                                                        |                |                      |                                                 |                    |                    |
| <b>Integration of Technology:</b> iPads                                                                                                                                                                                                                                                                   |                |                      |                                                 |                    |                    |
| <b>Equipment Needed:</b> Homework Practice Book, Main Idea and Details Graphic Organizer, Social Studies Weekly, myWorld, iPads                                                                                                                                                                           |                |                      |                                                 |                    |                    |

| Goals/Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                           | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Formative Assessment Tasks                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>Recognize that government exists at federal, state, country, and municipal levels.</li> <li>Identify the fundamental values of American democracy in the Bill of Rights.</li> <li>Describe how rights guaranteed by the Constitution and Bill of Rights contributed to the continuation of democracy.</li> <li>Describe how volunteering helps the government meet the needs of citizens.</li> </ul> | Lesson Sequence: <ol style="list-style-type: none"> <li>Students will be provided with a task sheet that will guide their learning.</li> <li>Some of the tasks will be:               <ol style="list-style-type: none"> <li>Create a tree with the name and description of the three branches of government,</li> <li>Homework Practice Book page 31, 34-35,</li> <li>Discovered video about the Constitution,</li> <li>Teacher led small group discussion about democracy,</li> <li>Reading a leveled reader and then partner reading textbook pages 153-157.</li> </ol> </li> </ol> | <ul style="list-style-type: none"> <li>Complete Task Sheet Activities</li> </ul> |



**Differentiation:**

Reach All Learners - page 148 and 156

Small Group Mini Lessons

Leveled Readers

Extension challenges

**Resources Provided:**

- Teacher's Manual
- Student Textbook
- Homework and Practice Book
- Leveled Readers



### Lesson Reflection

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

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

### Curriculum Design Template

|                      |                |                           |   |                    |                                |
|----------------------|----------------|---------------------------|---|--------------------|--------------------------------|
| <b>Content Area:</b> | Social Studies | <b>Grade Level:</b>       | 4 | <b>Unit Title:</b> | New Jersey Land & Early People |
| <b>Created by:</b>   | Grade 4 Team   | <b>Board Approved on:</b> |   |                    |                                |



### Unit Overview Template

|                                                                                                                                                                                                                             |                                                                                                                     |                     |   |                    |                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------|---|--------------------|--------------------|
| <b>Content Area:</b>                                                                                                                                                                                                        | Social Studies                                                                                                      | <b>Grade Level:</b> | 4 | <b>Unit Title:</b> | States and Regions |
| <b>Unit Summary:</b> The United States has diversity in its landscapes and people. The country is divided into five regions: The Northeast, Southeast, Southwest, Midwest, and West.                                        |                                                                                                                     |                     |   |                    |                    |
| <b>Primary Interdisciplinary Connections:</b>                                                                                                                                                                               |                                                                                                                     |                     |   |                    |                    |
| <b>21<sup>st</sup> Century Themes</b> ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving □ ICT Literacy ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy |                                                                                                                     |                     |   |                    |                    |
| <b>Unit Rationale:</b>                                                                                                                                                                                                      | It is important for students to gain an appreciation, exposure, and understanding of the diversity of this country. |                     |   |                    |                    |

### Learning Targets

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Standards:</b>          | U.S. History: America in the World, Active Citizenship in the 21st Century; Reading; Math; Technology: Social-Emotional Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Content Statements:</b> | <p>Places are jointly characterized by their physical and human properties. The physical environment can both accommodate and be endangered by human activities. Regions form and change as a result of unique physical/ecological conditions, economics, and cultures. Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and from time to time. Active citizens in the 21st century are aware of their relationships to people, places, and resources in the local community and beyond and make informed and reasoned decisions by seeking and assessing.</p> <p>Key Ideas and Details &amp; Integration of Knowledge and Ideas</p> <p>Understand and use technology systems; Select and use applications effectively and productively.</p> <p>Social Awareness; Self Management; Responsible Decision-Making; Relationship Skills</p> |
| <b>CPI#:</b>               | <b>Cumulative Progress Indicator (CPI):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 6.3.5.GeoHE.1:             | Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 4.OA.A.2:                  | Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| RL.4.7:                    | Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



|                |                                                                                                                              |
|----------------|------------------------------------------------------------------------------------------------------------------------------|
| 9.1.5.FP.1:    | Illustrate the impact of financial traits on financial decisions.                                                            |
| 9.1.5. EG.4:   | Describe how an individual's financial decisions affect society and contribute to the overall economy.                       |
| 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. |
| SEL.PK-12.2.2: | Understand and practice strategies for managing one's own emotions, thoughts and behaviors                                   |
| SEL.PK-12.4.2: | Identify the consequences associated with one's actions in order to make constructive choices                                |
| SEL.PK-12.4.3: | Evaluate personal, ethical, safety and civic impact of decisions                                                             |
| SEL.PK-12.5.2: | Utilize positive communication and social skills to interact effectively with others                                         |

**Unit Essential Questions:**

- Where is the United States located on Earth?
- What are the major landforms in the United States?
- Why are there big differences in climate across the United States?
- What are some important natural resources in the United States?

**Unit Enduring Understandings:**

- The United States is located on the continent of North America in the Northern and Western Hemispheres.
- The Atlantic Ocean, the Pacific Ocean, the Gulf of Mexico, Canada, and Mexico form its borders.
- The United States has many different landforms (tall mountains, plains, plateaus, deep valleys, canyons).
- The United States has long coastlines and many large rivers and lakes.
- The weather and climate vary greatly across the United States.
- Wind, temperature, and precipitation affect weather.
- Distance from the equator, from sea level, and from the ocean influence a place's climate.
- Nearby landforms (like a mountain range) can affect the climate of a place.
- The United States is rich in natural resources.
- People depend on these resources to survive and live well.
- Americans should try to protect their natural resources and use them wisely.

**Unit Learning Targets:**

Students will....

- Locate and describe hemispheres, continents, countries, and oceans.
- Describe the relative location of the United States.
- Compare and contrast major landform regions.
- Identify and describe major rivers, lakes, and coasts in the United States.
- Understand the factors that influence and define weather and climate.
- Compare and contrast climates in the United States.
- Identify natural resources and ways people use them.
- Understand how people change their environment to meet their needs.



- Understand and identify the states, landscape, climate, natural resources, people, culture, and products that make up each of the five regions of the United States (Northeast, Southeast, Midwest, Southwest, West).

### Evidence of Learning

**Summative Assessment:**

States & Regions Project/Assessments

**Equipment Needed:**

iPads, Harcourt Textbooks, Maps

**Teacher Resources:**

States & Regions Teacher's Edition, Homework & Practice Book, BrainPop, Graphic Organizers, Maps

**Formative Assessments:**

- Review Questions
- Regions Project
- Class Discussion
- Unit Assessments

### Lesson Plans

| Lesson                                | Time Frame            |
|---------------------------------------|-----------------------|
| Lesson 1 <b>Exploring the Regions</b> | <b>80 min/ 5 days</b> |
| Lesson 2 <b>Researching Regions</b>   | <b>80 min/ 5 days</b> |
| Lesson 3 <b>Jigsaw Presentations</b>  | <b>80 min/ 2 days</b> |

**Teacher Notes:**

A state float project works well with this unit of study.

**Curriculum Development Resources/Technology Resources:**

myWorld Interactive Website  
 Newsela



| Lesson Plan 1 Template                                                                                                                                                                                                                                                                                    |                |                      |                   |                    |               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------------|-------------------|--------------------|---------------|
| <b>Content Area:</b>                                                                                                                                                                                                                                                                                      | Social Studies | <b>Lesson Title:</b> | Exploring Regions | <b>Time Frame:</b> | 80 min/5 days |
| Lesson Components                                                                                                                                                                                                                                                                                         |                |                      |                   |                    |               |
| <b><u>21<sup>st</sup> Century Themes</u></b>                                                                                                                                                                                                                                                              |                |                      |                   |                    |               |
| <b>x</b> Global Awareness <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy<br><input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy                                                                                                         |                |                      |                   |                    |               |
| <b><u>21<sup>st</sup> Century Skills</u></b>                                                                                                                                                                                                                                                              |                |                      |                   |                    |               |
| <b>x</b> Creativity and Innovation <b>x</b> Critical Thinking and Problem Solving <input type="checkbox"/> Information Literacy<br><input type="checkbox"/> Life and Career Skills <b>x</b> Communication and Collaboration <input type="checkbox"/> Media Literacy <input type="checkbox"/> ICT Literacy |                |                      |                   |                    |               |
| <b>Interdisciplinary Connections:</b><br>Language Arts<br>Technology                                                                                                                                                                                                                                      |                |                      |                   |                    |               |
| <b>Integration of Technology:</b><br>iPads<br>myWorld Interactive Website                                                                                                                                                                                                                                 |                |                      |                   |                    |               |
| <b>Equipment Needed:</b><br>Projector, iPad, writing workshop notebooks                                                                                                                                                                                                                                   |                |                      |                   |                    |               |

| Goals/Objectives                                                                                                                                                                                             | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                         | Formative Assessment Tasks                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>Identify different physical features of the United States.</li> <li>Work collaboratively in groups and preview information for each Region.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Display a US map and students make observations about the diversity of the landforms.</li> <li>Students will be broken into five groups around the room and visit each center to discuss and complete an activity about each region.</li> <li>Based on the five region centers students will independently select the United States region that they are interested in researching.</li> </ol> | <ul style="list-style-type: none"> <li>Written work completed at each center</li> </ul> |
| <b>Differentiation:</b><br>Students select their regions based on interest.<br>Teacher led discussion<br>Information Organizer to help clearly track information about each region                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                         |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>Center activities</li> </ul>                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                         |



- myWorld Consumable workbooks
- The US Map
- myWorld interactive

### Lesson Plan 2 Template

|                      |                |                      |                        |                    |               |
|----------------------|----------------|----------------------|------------------------|--------------------|---------------|
| <b>Content Area:</b> | Social Studies | <b>Lesson Title:</b> | Researching the Region | <b>Time Frame:</b> | 80 min/5 days |
|----------------------|----------------|----------------------|------------------------|--------------------|---------------|

### Lesson Components

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

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

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

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

#### **Interdisciplinary Connections:**

ELA  
 Math  
 Technology

#### **Integration of Technology:**

iPad  
 Internet

#### **Equipment Needed:**

- Center activities
- myWorld Consumable workbooks
- The US Map
- myWorld interactive

| Goals/Objectives                                                                                                                                                                                      | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                                                                                                                         | Formative Assessment Tasks                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>● Gather information to use in a research project.</li> <li>● Create a product to display information on the region they researched.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>1. Distribute guidelines for a research project.</li> <li>2. Students use Social Studies books and the Internet to research their region and answer the questions in the regions packet.</li> <li>3. Create a product (ex - poster, brochure, powerpoint) to display the information they gathered.</li> </ol> | <ul style="list-style-type: none"> <li>● Completing the regions packet</li> <li>● The product (poster, powerpoint, brochure, etc.) of their choice.</li> </ul> |
| <b>Differentiation:</b><br>Provided scaffolding in the regions packets.                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                |
| <b>Resources Provided:</b>                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                |



- Social Studies regions packet
- iPad

### Lesson Plan 3 Template

|                      |                |                      |        |                    |                |
|----------------------|----------------|----------------------|--------|--------------------|----------------|
| <b>Content Area:</b> | Social Studies | <b>Lesson Title:</b> | Jigsaw | <b>Time Frame:</b> | 80 min/ 5 days |
|----------------------|----------------|----------------------|--------|--------------------|----------------|

### Lesson Components

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

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

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

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

#### **Interdisciplinary Connections:**

Science  
 ELA  
 Technology

#### **Integration of Technology:**

Projector iPads

#### **Equipment Needed:** iPads

| Goals/Objectives                                                                                                                                                                                                          | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                                   | Formative Assessment<br>Tasks                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>• Compare their notes and presentations.</li> <li>• Organize transition words sequentially.</li> <li>• Incorporate sequence/transition words in writing.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>1. Students will meet with their region groups to discuss and evaluate their own presentations.</li> <li>2. Jigsaw activity - Students will be selected to represent their region in each group and present it to the group members.</li> <li>3. Students record three important facts about each region that they have learned.</li> </ol> | <ul style="list-style-type: none"> <li>• Peer assessment of their finished product</li> </ul> |
| <b>Differentiation:</b><br>Some students will write their own paragraphs while other students will organize out of order paragraphs.                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                               |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>• Sentence strips</li> </ul>                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                               |



### Lesson Reflection

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

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

### Curriculum Design Template

|                      |                |                           |   |                    |                    |
|----------------------|----------------|---------------------------|---|--------------------|--------------------|
| <b>Content Area:</b> | Social Studies | <b>Grade Level:</b>       | 4 | <b>Unit Title:</b> | States and Regions |
| <b>Created by:</b>   | Grade 4 Team   | <b>Board Approved on:</b> |   |                    |                    |



### Unit Overview Template

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                     |                     |   |                    |             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---|--------------------|-------------|
| <b>Content Area:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Social Studies                                                                                                                                                      | <b>Grade Level:</b> | 4 | <b>Unit Title:</b> | Immigration |
| <b>Unit Summary:</b> Ellis Island was one of the main locations where immigrants needed to travel through in order to gain citizenship. Many immigrants faced hardships in their country of origin and traveled to the United States to find happiness and prosperity for themselves and their families.                                                                                                                                                                                                       |                                                                                                                                                                     |                     |   |                    |             |
| <b>Primary Interdisciplinary Connections:</b><br><u><b>21<sup>st</sup> Century Themes</b></u> <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> ICT Literacy<br><input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Life and Career Skills <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Media Literacy |                                                                                                                                                                     |                     |   |                    |             |
| <b>Unit Rationale:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Students will gain an understanding of why people relocate and/or choose to change their life circumstances and how citizenship is gained within the United States. |                     |   |                    |             |

### Learning Targets

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Standards:</b>          | U.S. History: History, Culture, and Perspectives; Civics, Government, and Human Rights; Reading; Technology; Social-Emotional Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Content Statements:</b> | <p>Citizens in the United States come from various backgrounds and their country of origin plays a role in their perspectives, identity, and choices. Changing one's life takes a lot of energy and hardship and families' make decisions to the best of their abilities to improve quality of life for themselves and their family members. Traveling through Ellis Island and seeing the Statue of Liberty represented a dream and a reprieve from a past life and once there, immigrants felt a sense of a brighter future.</p> <p>Key Ideas and Details; Craft and Structure</p> <p>Understand and use technology systems; Select and use applications effectively and productively.</p> <p>Social Awareness</p> |
| <b>CPI#:</b>               | <b>Cumulative Progress Indicator (CPI):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 6.1.5.CivicsPI.9:          | Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 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.CivicsHR.3:          | Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



|                   |                                                                                                                                                                |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.                                         |
| 6.3.5.CivicsPD.1: | Develop an action plan that addresses issues related to climate change and share with school and/or community members.                                         |
| 6.3.5.GeoHE.1:    | Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.    |
| LA.RI.4.1 :       | Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. |
| LA.RI.4.6:        | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.            |
| 9.1.5. EG.4:      | Describe how an individual's financial decisions affect society and contribute to the overall economy.                                                         |
| 9.1.5.EG.3:       | Explain the impact of the economic system on one's personal financial goals.                                                                                   |
| 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.                                   |
| SEL.PK-12.3.2:    | Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds                                                        |
| SEL.PK-12.3.1:    | Recognize and identify the thoughts, feelings and perspectives of other                                                                                        |

### **Unit Essential Questions:**

- Why did immigrants travel to the United States?
- What is the importance of the New Colossus?
- How would immigrating affect our students' personal lives & choices if they needed to move?

### **Unit Enduring Understandings:**

- The importance of choosing what you take when moving.
- Why Ellis Island and the Statue of Liberty were built and what their significance are.
- The United States is made up of immigrants from around the world.
- What is the process that immigrants needed to take when traveling through Ellis Island?
- People traveled to the United States and left their own countries to better their quality of life.
- The United States is culturally diverse.
- Take the perspective of immigrants to understand what they went through to get here.

### **Unit Learning Targets:**

Students will....

- Locate countries where the majority of immigrants traveled from.
- Describe the process of immigrating through Ellis Island.
- Identify the symbolic importance of the Statue of Liberty.
- Understand why immigrants move to other countries.
- Compare and contrast immigrants' stories.
- Be able to take the perspective of historical characters.



### Evidence of Learning

**Summative Assessment:**

Suitcase Project/Assessments

**Equipment Needed:**

iPads, Maps, Pearson myWorld Interactive

**Teacher Resources:**

myWorld Interactive Teacher's Edition

Student Practice Book

BrainPop

Graphic Organizers

Maps

**Formative Assessments:**

- Review Questions
- Suitcase Project
- Class Discussion
- Unit Assessments

### Lesson Plans

| Lesson                                | Time Frame             |
|---------------------------------------|------------------------|
| Lesson 1 <b>Grandfather's Journey</b> | <b>80 hours/1 day</b>  |
| Lesson 2 <b>New Colossus</b>          | <b>80 hours/2 days</b> |
| Lesson 3 <b>Push-Pull</b>             | <b>80 hours/1 day</b>  |

**Teacher Notes:**

Students will learn about other cultures and the historical importance of immigration.

**Curriculum Development Resources/Technology Resources:**

Newsela

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

<http://teacher.scholastic.com/activities/immigration/tour/>



### Lesson Plan 1 Template

|                      |                |                      |                       |                    |                |
|----------------------|----------------|----------------------|-----------------------|--------------------|----------------|
| <b>Content Area:</b> | Social Studies | <b>Lesson Title:</b> | Grandfather's Journey | <b>Time Frame:</b> | 80 hours/1 day |
|----------------------|----------------|----------------------|-----------------------|--------------------|----------------|

### Lesson Components

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

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

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

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

#### **Interdisciplinary Connections:**

English/Language Arts  
 Geography  
[Math](#) - Fraction Connection

#### **Integration of Technology:**

iPads

#### **Equipment Needed:**

Copies of *Grandfather's Journey*

| Goals/Objectives                                                                                                                                                                                                                                               | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Formative Assessment Tasks                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>Read the book <i>Grandfather's Journey</i>.</li> <li>Apply close reading strategies to understand new words.</li> <li>Understand the relevance of <i>Grandfather's Journey</i> to immigrants.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Teacher will hold a class discussion asking students to think about what it might be like to immigrate to the United States from another country.</li> <li>Students will work as a group to write down what they think it would be like.</li> <li>As a class we will read the story <i>Grandfather's Journey</i>.</li> <li>After reading the story, students will work individually to choose a different country and write a Immigration Journey of their own.</li> </ol> | <ul style="list-style-type: none"> <li>Class Discussion</li> <li>Immigration Journey</li> <li>Teacher asked questions while reading</li> </ul> |
| <b>Differentiation:</b><br>Small groups can be pulled to provide additional support to students as needed.                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li><i>Grandfather's Journey</i> text</li> </ul>                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                |



### Lesson Plan 2 Template

Content Area: Social Studies      Lesson Title: New Colossus      Time Frame: 80 min/1 day

### Lesson Components

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

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

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

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

#### **Interdisciplinary Connections:**

English/Language Arts

#### **Integration of Technology:**

nearpod lesson  
edpuzzle.com  
Newsela.com

#### **Equipment Needed:**

iPads

| Goals/Objectives                                                                                                                                                                                                                                                      | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                            | Formative Assessment<br>Tasks                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>View a video providing information regarding the New Colossus.</li> <li>Apply close reading strategies to understand new words.</li> <li>Understand the relevance of the New Colossus to immigrants.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Teacher will show New Colossus video to help students to develop a background knowledge for understanding.</li> <li>Teachers will guide the students through a nearpod lesson to practice close reading strategies of the poem.</li> <li>Students will then complete the eText pages in the myWorld interactive textbook.</li> </ol> | <ul style="list-style-type: none"> <li>Responses on the nearpod activity</li> <li>Completion of student eText pages</li> </ul> |
| <b>Differentiation:</b><br>Small groups can be pulled to provide additional support to students as needed.                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>edpuzzle.com</li> <li>myWorld student eText</li> </ul>                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                |



### Lesson Plan 3 Template

|               |                |               |                                  |             |                |
|---------------|----------------|---------------|----------------------------------|-------------|----------------|
| Content Area: | Social Studies | Lesson Title: | <b>Push/Pulls for Immigrants</b> | Time Frame: | 80 hours/1 day |
|---------------|----------------|---------------|----------------------------------|-------------|----------------|

### Lesson Components

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

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

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

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

#### **Interdisciplinary Connections:**

English/Language Arts

#### **Integration of Technology:**

PowerPoints

#### **Equipment Needed:**

iPads

| Goals/Objectives                                                                                                                                                                                                                                                    | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                                  | Formative Assessment<br>Tasks                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>Understand the pushes and pulls for several immigrant groups.</li> <li>Create a poster representing understanding.</li> <li>Share understanding of push and pulls in a presentation to classmates.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Teacher will present the concept of push and pull to the class.</li> <li>Students will partner and will read through a paper describing different groups and their push and pull factors.</li> <li>Students will select one group to create a poster for presenting.</li> <li>Partners will present their posters to the class.</li> </ol> | <ul style="list-style-type: none"> <li>Poster</li> <li>Presentations</li> </ul> |
| <b>Differentiation:</b><br>Teachers can provide support to small groups as needed.                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                 |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>Push and Pulls document</li> <li>Push and Pulls PowerPoints</li> </ul>                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                 |



### Lesson Reflection

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

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

### Curriculum Design Template

|                      |                |                     |                           |                    |             |
|----------------------|----------------|---------------------|---------------------------|--------------------|-------------|
| <b>Content Area:</b> | Social Studies | <b>Grade Level:</b> | 4                         | <b>Unit Title:</b> | Immigration |
| <b>Created by:</b>   | Grade 4 Team   |                     | <b>Board Approved on:</b> |                    |             |



## SPRINGFIELD PUBLIC SCHOOLS

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

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

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



## **SPRINGFIELD PUBLIC SCHOOLS**

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

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

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

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

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

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

### **BEHAVIOR ACCOMMODATIONS MODIFICATIONS:**



## **SPRINGFIELD PUBLIC SCHOOLS**

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

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



## SPRINGFIELD PUBLIC SCHOOLS

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

### **IEP AND 504 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 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS**

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

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

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

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

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



## **SPRINGFIELD PUBLIC SCHOOLS**

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

Pass/no pass option

Modified grades based on IEP

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

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



## SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> 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](http://www.nagc.org)).

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

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

## **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.