



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Holocaust
Grade K

Curriculum Guide

2023

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

Springfield Board of Education
Approved July 24, 2023



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

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Springfield, New Jersey

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Springfield Public Schools

Cultivating compassionate and extraordinary learners!

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution:J21

Introduced By: Mr. Miller

Seconded By: Mrs. Gamarekian

Adopted: July 24, 2023

Curriculum Adoption

To adopt the following curriculum and courses for the 2023-2024 school year.

- a. Dance II (Middle School)
- b. Drama II (Middle School)
- c. K-5 Mathematics (6)
- d. K-8 Social Studies (9)
- e. Environmental Science (Middle School)
- f. Jazz Ensemble Grades 7&8 (Middle School)
- g. Medical Detectives (Middle School)
- h. Mysteries in History (Middle School)

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, 2023 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 25th day of July 2023.

SEAL



Michelle Calas
School Business Administrator/ Board Secretary

Michelle Calas, School Business Administrator/Board Secretary



Unit Overview Template

Content Area: Social Studies **Grade Level:** Kindergarten **Unit Title:** Friendship & Getting Along

Unit Summary: Students will understand what friendship means and how to get along with others.

Primary Interdisciplinary Connections: ELA

[21st Century Themes](#) ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy
 ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy

Unit Rationale: Students will understand diversity, tolerance, and respect.

Learning Targets

Standards: NJ Student Learning Standards for Social Studies, NJ Student Learning Standards for Lang. Arts
 World Language, Social Emotional Learning, 21st Century for College/Career Readiness

Content Statements: Critical thinking, Civics, Government Human Rights

CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
SOC.6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
SOC.6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
WL.NL.7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
LA.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
PFL.9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.



PFL.9.1.2.CR.2

List ways to give back, including making donations, volunteering, and starting a business.

Unit Essential Questions:

- How do we define friendship?
- What makes a good friend?
- How does it mean to be cooperative?
- What are some rules for getting along?
- How do friends solve problems in social situations?

Unit Enduring Understandings:

- To build understanding of cooperating
- To build understanding and developing friendships

Unit Learning Targets:

Students will....

- understand that people are different and those differences make us special.
- understand that each one of us is unique and special.
- explain how each difference in people potentially enriches all people.
- understand how words can hurt us or can make us feel good.
- understand that we have rules to guide us and keep us safe as we live and work in our homes, classroom, and in our neighborhood.
- explain what a friend is and how a friend acts.

Evidence of Learning

Summative Assessment: Discussion

Equipment Needed: Book, paper, materials

Teacher Resources: Notes, lesson plan, materials

Formative Assessments:

- Look back and write
- Reading recall

Lesson Plans

Lesson	Time Frame
Lesson 1 Lesson 1: How do we define friendship?	40 minutes /1 day
Lesson 2 Lesson 2: What does it mean to be cooperative?	40 minutes /1 day
Lesson 3 Lesson 3: How do friends solve problems in social situations?	40 minutes /1 day

Teacher Notes:

Teacher will make a list with the class on what a good friend looks like.

Curriculum Development Resources/Technology Resources: Projector, interactive white board, laptop computer, iPads, document camera



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Friendship Time Frame: 40 minutes/1 period

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts; Social Studies

Integration of Technology: Smartboard, Elmo

Equipment Needed: Book, paper

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Students will be able to define what it means to be a friend to someone.	Lesson Sequence - Teacher will read <i>Rainbow Fish</i> by Marcus Pfister. - Students will share their thoughts about how rainbow fish changed to become a friend to others. - Students will participate in a sharing activity. Each table gets one color of mosaic pieces for their fish. Then, students must travel to other tables and exchange some of their mosaic pieces for different colors. - Students will create a friendship fish using the many colored mosaic pieces they shared and collected along with one piece of foil given by the teacher.	Students write a journal entry about a kind friend you know. Teacher will review students' responses.



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| | 5. Students will present their friendship fish and share how they felt about their experience of sharing the mosaic tiles. | |
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Differentiation:

BL modifications: Students will draw a picture of a friend and write the word “friend” under it.

AL enrichment: Students will write a couple of sentences about a friend.

Resources Provided:

- Rainbow Fish book, journal paper, pencils, and activity materials.



Lesson Plan 2 Template

Content Area:	Social Studies	Lesson Title:	What does it mean to be cooperative?	Time Frame:	40 minutes/1 period
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Lesson Components

21st Century Themes

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|--------------------|--|
| ✕ Global Awareness | ✕ Financial, Economic, Business and Entrepreneurial Literacy |
| ✕ Civic Literacy | ✕ Health Literacy |

21st Century Skills

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

Interdisciplinary Connections:

Language Arts; Social Studies

Integration of Technology:

video

Equipment Needed:

Laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Students will be able to model what it means to be cooperative.	Lesson Sequence - Students will watch a video Big Bird sings “That’s cooperation.” - Teacher will read the book <i>The Crayon Box that Talked</i> by Shane Derolf. - Teacher will divide students into small groups - Teacher will give students a skill sheet with a picture of a crayon box and crayons. Students will cut out the pictures of crayons, color and label them. - Students will work together cooperatively in their assigned groups to decide who will color and label each crayon.	- Teacher observation of students while at work. - Final design of crayons and crayon box.
Differentiation: BL modifications: Students will color in crayons. AL enrichment: Students will color and label their crayons.		
Resources Provided: Crayon skill sheet, scissors, glue		



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- The Crayon Box That Talked, activity materials, laptop, projector, video:
Auto Good Public School Edition “Cooperation”
- www.youtube.com/watch?v=kihZUsADQTQ



Lesson Plan 3 Template

Content Area: Social Studies, ELA	Lesson Title: How do friends solve problems in social situations?	Time Frame: 40 min/1 class period
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts; Social Studies

Integration of Technology: www.youtube.com/watch?v=CG7hP6DCDIA

Equipment Needed: The Crayon Box That Talked book, activity materials, laptop, projector, video

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Students will learn to problem solve in social situations.	Lesson Sequence: - The teacher will prepare cards with various social situations that cause social conflict. - Students will pick one card out of a hat and role play the situation on the card. - Students observing will raise their hands to suggest solution(s) to the conflict.	Teacher observation of role playing and solutions.

Differentiation:

BL modifications: Students will role play with partners and discuss solutions to the conflict with teacher support.

AL enrichment: Students will create their own original social conflict situation card and draw a solution on the back.

Resources Provided: Social situation cards, hat



Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	Kindergarten	Unit Title:	Holocaust Curriculum
Created:	Kindergarten Teachers		Board Approved on:		



Unit Overview Template

Content Area:	Social Studies	Grade Level:	Kindergarten	Unit Title:	Diversity, Tolerance,& Respect: Holocaust
Unit Summary: Through various activities students will explore and discuss the importance of diversity, respect, and tolerance in our world.					
Primary Interdisciplinary Connections: Language Arts, Technology, Character Education					
21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy					
Unit Rationale: Students will understand diversity, tolerance, and respect.					

Learning Targets

Standards:	NJ Student Learning Standards for Social Studies, NJ Student Learning Standards for Lang. Arts, World Language, Social Emotional Learning, 21st Century for College/Career Readiness
Content Statements:	Critical thinking, Civics, Government Human Rights
CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
SOC.6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
SOC.6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
WL.NL.7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).



LA.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
SOC.6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
PFL.9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
PFL.9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.

Unit Essential Questions:

- How do we define respect?
- What does respect mean to us?
- How can we show respect to others?
- How are we alike? How are we different?
- Why is it important to accept others in our lives?

Unit Enduring Understandings:

- Respect is a way people feel towards one another. They feel regard, consideration, and deference towards another elicited by certain abilities or qualities.
- Respect is a personal feeling, however, it is a way to universally treat each other.
- We can show respect to others in many ways, such as treating one another kindly and the way the individual wishes to be treated.
- We are different and similar in many ways. It is a matter of looking past the differences and similarities and focusing on what we can do together.
- It is important to understand that group and cultural influences contribute to human development, identity, and behavior.

Unit Learning Targets:

Students will....

- Define respect
- Create a personal definition of respect
- Identify ways to demonstrate respect to others
- Identify ways we are alike
- Identify ways we are different
- Discuss the importance of accepting others



Summative Assessment: Student projects

Equipment Needed: Materials

Teacher Resources: Lesson plans, books, materials

Formative Assessments:

- Listen and recall
- Projects
- Discussions

Lesson Plans

Lesson	Time Frame
Lesson 1 The Ugly Duckling	40 minutes/1 day/period
Lesson 2 We Are All Alike We Are All Different	40 minutes/1 day/period
Lesson 3 Whoever You Are	40 minutes/1 day/period

Teacher Notes: Partner up and create venn diagram comparing each other

Curriculum Development Resources/Technology Resources:

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

<https://www.youtube.com/watch?v=uATf5EhLebM>

<https://www.youtube.com/watch?v=moE-ZdYOzmY>



Content Area:	Social Studies	Lesson Title:	The Ugly Duckling	Time Frame:	40 minutes
Lesson Components					
<u>21st Century Themes</u>					
✕ Global Awareness ✕ Financial, Economic, Business and Entrepreneurial Literacy ✕ Civic Literacy ✕ Health Literacy					
<u>21st Century Skills</u>					
✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy ✕ ICT Literacy					
Interdisciplinary Connections: Language Arts Social Studies					
Integration of Technology: www.scholastic.com page 74 worksheet "My Animal Tale"					
Equipment Needed: <i>Ugly Duckling</i> book					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Learn about ways of showing respect for others.	Lesson Sequence - Read the story, <i>The Ugly Duckling</i> by Hans Christian Anderson - Answer the following questions after reading the text: Why do the other birds make fun of the ugly duckling? Why is the ugly duckling afraid to show his face to the swans? At the end of the story, the ugly duckling decides to be kind to all living things, why? - Students will be placed in small groups and role play being the ugly duckling. Students will be given role play cards for different situations. - Students will discuss how being respectful helps you understand differences in people and groups.	Have the children draw a picture of the ugly duckling after it has grown into a beautiful swan. Around the picture, ask the children to write words to describe the swan, such as white and feathery.
Differentiation: BL: Modification: Students color in an outline of a duck/swan. AL: Modifications: Students write about the ways the duckling showed respect.		



Resources Provided:

- Activity Materials
- *The Ugly Duckling*



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Content Area: Social Studies	Lesson Title: We Are All Alike, We Are All Different	Time Frame: 40 mins/ 1 day
Lesson Components		
<u>21st Century Themes</u>		
✕ Global Awareness ✕ Financial, Economic, Business and Entrepreneurial Literacy ✕ Civic Literacy ✕ Health Literacy		
<u>21st Century Skills</u>		
✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy ✕ ICT Literacy		
Interdisciplinary Connections: Language Arts, Social Studies		
Integration of Technology: Smartboard/Mimio		
Equipment Needed: Projector, laptop		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify ways we are alike. - Identify ways we are different.	Lesson Sequence - Read the story, <i>We Are Alike, We Are Different</i> by Cheltenham Elementary School Kindergartners. The learner will understand that everybody is unique in their own way. - The learner will categorize items that are similar from those that are different from people. - The learner will create art pictures expressing feelings about themselves. - Mirror Box Activity Wrap a box, so you can't read the outside, place question marks on the outside. Place a mirror inside. Ask students to guess what is inside. Explain that everyone will see something different. One by one every student looks into the box.	- Observation and random questioning. - Portfolio will be the end result.



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| | <ol style="list-style-type: none">5. After every student has looked in the box, ask them to create what they saw on paper. Students create a self portrait, using yarn for hair.6. Talk about and encourage the students to discover that everyone is different, however some of us may have similarities. | |
|--|---|--|

Differentiation:

Write about a friend in class and list the physical features that are the same/different.

Resources Provided:

- *We're All Different, We Are All Alike*, mirror, box



Lesson Plan 3 Template

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

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Social Studies, Language Arts

Integration of Technology:

Smartboard/mimio

Equipment Needed: Worksheet People by Peter Spier Little Mirrors, Crayons, Scale Ink

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify how people are different. - Make connections between prior knowledge and new information.	Lesson Sequence - Read and discuss <i>Diversity is You and Me</i> by Jackie Scott-Bell. - Ask: What would it be like if we were all the same? Would the world be boring if we were all alike? - Pass out small mirrors. Have students tell what they see. What makes you special or unique? Encourage the students to look in their little mirror to find out the color of eyes and hair. - Teacher helps each student design and decorate a pre-cut person to depict themselves to display in the classroom.	Observation and random questions about themselves.
Differentiation: Graph or chart eye colors, hair colors, or weight with the class.		
Resources Provided: <i>Diversity is You and Me</i> by Jackie Scott-Bell		



Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	Kindergarten	Unit Title:	Holocaust Curriculum
Created:	Kindergarten Teachers		Board Approved on:		



Unit Overview Template

Content Area:	Social Studies	Grade Level:	Kindergarten	Unit Title:	Community/ Working Together
Unit Summary: Through various activities students will explore and discuss the importance of diversity, respect, and tolerance in different communities.					
Primary Interdisciplinary Connections: ELA					
21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy					
Unit Rationale:	Students will... • Learn what a community is • Identify friendships within their own community • Identify characteristics of different people within the community • Identify how people in communities respect and cooperate together				

Learning Targets

Standards:	NJ Student Learning Standards for Social Studies, NJ Student Learning Standards World Language, Social Emotional Learning, 21st Century for College/Career Ready
Content Statements:	Critical thinking, Civics, Government Human Rights
CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
SOC.6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
SOC.6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
WL.NL.7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds



LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
LA.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
PFL.9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
PFL.9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.

Unit Enduring Understandings:

- A community is a social, religious, occupational or other groups sharing common characteristics. It is a place where people live, learn, work and play.
- A team player is one who accepts and respects other individuals' differences.
- There are many members in our community. They include firefighters, police officers, teachers, librarians, doctors, garbage collectors, first aide workers and many more. Community workers help meet community needs.
- There are three types of communities: city, town, and farm. Communities are similar because they usually all have homes or apartments where people live, post office, library, police station, stores and businesses where people work. They are different in the size, location and type of buildings they have.
- Members of the community work together to achieve community goals. Members make, sell, and provide services.

Unit Learning Targets:

Students will....

- Learn what a community is
- Identify friendships within their own community
- Identify characteristics of different people within the community
- Identify how people in communities respect and cooperate together

Evidence of Learning

Summative Assessment:	1 day
Equipment Needed:	Books, Document Camera, Materials
Teacher Resources:	Teacher developed materials as presented in lessons, Social studies text, reading street text and materials
Formative Assessments:	
• Student completed work • Student writing	



Lesson Plans

Lesson	Time Frame
Lesson 1 The Falling Leaves	40 minutes/ 1 day
Lesson 2 Recess Queen	40 minutes/ 1 day
Lesson 3 We're All Wonders	40 minutes/ 1 day

Teacher Notes:

Create list of 5 ways to be kind in the classroom

Curriculum Development Resources/Technology Resources:

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

<https://www.youtube.com/watch?v=8Wi0UWLcT9I>

<https://www.youtube.com/watch?v=Te6ftIq9tDA>



Lesson Plan 1 Template			
Content Area:	Social Studies	Lesson Title:	The Falling Tree
		Time Frame:	40 minutes/1 day
Lesson Components			
<u>21st Century Themes</u>			
✕ Global Awareness ✕ Financial, Economic, Business and Entrepreneurial Literacy ✕ Civic Literacy ✕ Health Literacy			
<u>21st Century Skills</u>			
✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ Information Literacy ☐ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy ✕ ICT Literacy			
Interdisciplinary Connections:			
Social Studies, Language Arts			
Integration of Technology: Smartboard, Mimio, ELMO Document Camera			
Equipment Needed: Book: The Falling Leaves by Steve Metzger			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Accept others' differences. - See others strengths and weaknesses.	Lesson Sequence - Look at a pile of leaves. Notice what is different, what is the same. - Teacher drops the leaves from up high and students observe the leaves as they fall. - Students whisper what they see to their neighbor. - Students look at each other and notice what is the same and what is different. - Teacher reads the book. - Discuss the book.	With a partner, the students will name the similarities and differences in the leaves.
Differentiation: BL: Students draw a picture of themselves on a paper shaped like a leaf. Student describes what is the same or different from a neighbor. AL: Students write a sentence to describe what is the same and different from their peers.		
Resources Provided: Book, Paper		



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Recess Queen Time Frame: 40 minutes/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Language Arts, Social Studies

Integration of Technology: Smartboard/Mimio

Equipment Needed: The Recess Queen, by Alexis O'Neill

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize the importance of being kind even to those they do not like. - Discuss ways to include friends in a group. - Discuss ways to make a new friend.	Lesson Sequence - Read the book - Discuss the book with the class and talk about the problem and solution in the book. - Make a list of ways to make new friends. - Students draw a picture and complete a sentence with "I can be a recess friend by..." - Students pair share	Students ability to identify the problem and solution in the story through a class discussion.
Differentiation: AL: Students write 2-3 sentences on how to be a good recess friend. BL: Students draw a picture showing ways to be a good recess friend.		
Resources Provided: Recess Queen, activity sheet; crayons		



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: We're All Wonders Time Frame: 40 mins/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Language Arts, Social Studies

Integration of Technology:

Smartboard, YouTube Audio Book, Elmo

Equipment Needed: Book, Reading Response Worksheet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize that all children are different. - Identify special characteristics of each person in the class.	Lesson Sequence - Read the story. - Discuss the parts of the story. - Students identify examples of what makes you unique and different. - Draw a picture of unique physical traits and unique interests. - Pair share.	The teacher will evaluate each child on his or her ability to identify unique traits about each other through a class discussion.
Differentiation: AL: Students complete a writing prompt, "I feel this way because...." BL: Students draw a picture of a new friend they would like to create and label their unique features.		
Resources Provided: Book, Activity Extension Worksheets		



Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	Kindergarten	Unit Title:	Community/ Working Together
Created:	Kindergarten Teachers		Board Approved on:		



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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

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



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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Accommodations and Modifications for ESL Students

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

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

Mission Statement

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

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

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

Goals:

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

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

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

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

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

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

Procedures

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

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
iReady ELA On Grade Level	iReady ELA ½ Year Above Current Level	iReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links

https://riversideinsights.com/cognitive_abilities_test

<https://www.curriculumassociates.com/programs/i-ready-learning>

<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

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

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

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

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

NJDOE Fast Facts

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

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.