



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

Springfield Public Schools
Springfield, New Jersey 07081

Holocaust
Grade 2

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
Springfield, New Jersey

Dr. Rachel Goldberg
Superintendent

Erica Scudero
Assistant Superintendent

Curriculum Developed By:

~ Principal

Candice Schiano ~ Supervisor of Humanities

Teachers

Kari Cifelli

Dori D'Aloisio

Colleen Funk

Kendra Kinney

Marissa Jones

Jackie Rebimbas

Mary Perdomo

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:** 2 **Unit Title:** Our Community

Unit Summary: Students will explore communities, learn what a community is, identify and locate places in their own community, identify characteristics of different communities, as well as identify similarities and differences between communities.

Primary Interdisciplinary Connections: Language Arts and Social Studies

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

Unit Rationale: In this unit students will engage in discussions about communities and how to act like citizens. Students will talk about different views and perspectives in regards to different cultures.

Career Readiness (Standard 9):

- External factors can influence the items that an individual wants or needs
- There are actions an individual can take to help make this world a better place
- There are ways to keep the things we value safely at home and other places
- Different types of jobs require different knowledge and skills

Learning Targets

Standards:

SOC.6.1 U.S. History: America in the World - Rules for all to live by are a result of the actions of government, organizations, and individuals
The actions of individuals and government affect decisions made for the common good.

SOC.6.3 Civics, Government, and Human Rights: Participation and Deliberation - When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard.

SOC.6.Civics, Government, and Human Rights: Processes and Rules - Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.

Geography, People, and the Environment: Spatial Views of the World - A map is a symbolic representation of selected characteristics of a place.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.



	When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly. Processes and rules should be fair, consistent, and respectful of the human rights of all people. Geographic data can be used to identify cultural and environmental characteristics of places. A map is a symbolic representation of selected characteristics of a place. When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard.
#	Performance Expectations:
SOC 6.1.2. Civics.PI.3	Explain how individuals work with different levels of government to make rules.
SOC 6.1.2. Civics.PI.4	Explain how all people, not just official leaders, play important roles in a community.
SOC 6.1.2. Civics.PI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
SOC 6.1.2. Civics.PD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC 6.1.2. Civics.PD.2	Establish a process for how individuals can effectively work together to make decisions.
SOC 6.1.2. Civics.PR.1	Determine what makes a good rule or law.
SOC 6.1.2. Civics.PR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
SOC 6.1.2. Civics.PR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
SOC 6.1.2. Civics.PR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
SOC 6.1.1.2. GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
SOC 6.1.1.2.	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).



GeoSV.2	
SOC 6.1.1.2. GeoSV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
SOC 6.1.1.2. GeoSV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
SOC.6.1.2. Civics.CM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
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.
LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Unit Essential Questions: • How do we define a community? • What does it mean to be a team player? • Who are the different members of the community? • How are communities alike? Different? • How are we contributing members to our community?	
Unit Enduring Understandings: • A community is a social, religious, occupational or other group sharing common characteristics. It is a place where people live, learn, work and play. • A team player is one who accepts and respects others' 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 houses 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....

- Explore communities
- Learn what a community is
- Identify and locate places in their own community
- Identify characteristics of different communities
- Identify similarities and differences between communities

Evidence of Learning

Summative Assessment:

student projects

Equipment Needed:

laptops, iPads, teacher handbook, myWorld Interactive Workbooks

Teacher Resources:

teacher developed materials as presented in lessons, myWorld Interactive Teacher's Manual, Reading Street text and materials, community maps

Formative Assessments:

- Student completed work
- Student writing



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Lesson Plans

Lesson	Time Frame
Lesson 1 Our Community	40 minutes/1 day
Lesson 2 Rules and Laws	40 minutes/1 day
Lesson 3 Maps and Globes	40 minutes/1 day

Teacher Notes:

Teachers will use shared resources amongst grade levels.

Curriculum Development Resources/Technology Resources:

Brainpop Jr. video, pictures of community workers, myWorld Interactive Workbooks, Reading Street Leveled Readers



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Lesson Plan 1 Template

Content Area: Social Studies **Lesson Title:** Our Community **Time Frame:** 40 minutes

Lesson Components

21st Century Themes

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

X Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy

X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts and Social Studies

Integration of Technology: Promethean Board, laptops and iPads, Brainpop Jr. videos

Equipment Needed:

- myWorld Interactive Workbooks
- Community desk map and map markers
- Laptops
- iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Identify and locate places in their own community. ● Compare their own community with the desk map community.	Lesson Sequence 1. Ask the following questions: What is a community? In what community do you live? 2. Identify and locate places on community maps. 3. Compare their own community with a desk map community using community cards of Springfield.	Students will identify the following on the desk map: ● A building found in a community. ● A way people get around in a community. ● A way people communicate. ● A law in their community.
Differentiation: Teachers will observe and ask questions. Student level of understanding will enable teachers to further differentiate lessons.		
Resources Provided: Community desk map, community cards, map markers		



Lesson Plan 2 Template			
Content Area:	Social Studies	Lesson Title:	Rules and Laws
		Time Frame:	40 mins
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy X Health Literacy			
<u>21st Century Skills</u>			
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: Language Arts and Social Studies			
Integration of Technology: Promethean Board, laptops, iPads, Brainpop Jr.			
Equipment Needed: • myWorld Interactive Workbooks • Desk Maps • Elmo • Teacher Laptop • Community desk map			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain why rules are important • Recognize the consequences of breaking rules • Distinguish between rules and laws	Lesson Sequence 1. Begin discussion on rules. Ask, What are some rules in our school? Can you learn without rules? 2. Explain why rules are important. 3. Create classroom rules. 4. Students will use desk maps to circle places in the community. Circle library. Why does a library have its own rules? 5. Discuss how rules help the community and our school. 6. What are the consequences when	• Students will identify the areas of the community on a student map and discuss rules and laws. • Students will raise their hands when the teacher names a rule or law that helps people get along.



	rules are broken? 7. Explain, there are special kinds of rules called <i>laws</i>. 8. Students will point to traffic lights on the student map. 9. Is obeying a traffic light a rule or law? Why? 10. Students will name other laws the whole community has to obey.	
Differentiation: BL: Small group for map skills AL: design and create their own made up communities with rules and laws		
Resources Provided: ● myWorld Interactive Workbooks ● Community desk map ● Community cards ● Dry erase markers		



Lesson Plan 3 Template		
Content Area:	Social Studies	Lesson Title: Maps and Globes Time Frame: 40 mins/5 days
Lesson Components		
<u>21st Century Themes</u>		
X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy X Health Literacy		
<u>21st Century Skills</u>		
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: • Language Arts and Social Studies		
Integration of Technology: • Google Earth aerial map of Springfield, iPads and laptops		
Equipment Needed: • myWorld Interactive Workbooks • Community desk map • Springfield map • Teacher-created questions and check-list • Wall maps, Atlas		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Locate places on a map that meet community needs • Discuss how places in our community meet people's needs	Lesson Sequence 1. Begin discussion on community needs. 2. Ask: Where would you go to check out books? Where would you go if you are ill? 3. Use a community desk map and map of Springfield to locate important places in the community. 4. Introduce vocabulary: transportation, community and laws 5. Ask probing questions: Which	• Students will identify the areas of the community on a student map and map of Springfield. • Students will select a place of interest and write 3 facts about it.



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places on the map are related to transportation?

6. Prepare students with teacher-made questions pertaining to Springfield places of importance.

7. Students will research different areas of Springfield.

8. Upon conclusion of research, students will create a map.

Differentiation:

BL: Teacher will observe and ask questions to prompt students, if needed.

AL: Students will work independently.

Resources Provided:

- Community desk map
- Community cards
- Map markers



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:	2	Unit Title:	Respect/ Tolerance
Created:	Grade 2 Teachers		Board Approved on:		



Unit 2 Overview Template

Content Area: Social Studies Grade Level: 2 Unit Title: Respect/Tolerance

Unit Summary: Students will gain a deeper understanding of ways to treat each other with respect. They will develop tolerance for others that have different ideas and beliefs from them.

Primary Interdisciplinary Connections: Language Arts and Social Studies

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

Unit Rationale: Students will learn the importance of being tolerant and respectful of other people's beliefs, customs, and values in order to foster a sense of community and connectedness.

Career Readiness (Standard 9):

- There are actions an individual can take to help make this world a better place
- Brainstorming can create new innovative ideas
- Individuals from different cultures may have different points of view and experiences

Learning Targets

Standards:

SOC.6.1 U.S. History: America in the World - Rules for all to live by are a result of the actions of government, organizations, and individuals

SOC.6.3 Civics, Government, and Human Rights: Participation and Deliberation - When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard.

SOC.6.Civics, Government, and Human Rights: Processes and Rules - Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

SEL.PK-12.3.1 Recognize and identify the thoughts, feelings, and perspectives of others

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

Core Idea:

When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard

Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.



Processes and rules should be fair, consistent, and respectful of the human rights of all people.

Geographic data can be used to identify cultural and environmental characteristics of places.

Certain character traits can help individuals become productive members of their community.

The actions of individuals and government affect decisions made for the common good.

#	Performance Expectations:
SOC 6.1.2. Civics.PI.4	Explain how all people, not just official leaders, play important roles in a community.
SOC 6.1.2. Civics.PI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
SOC 6.1.2. Civics.PD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC 6.1.2. Civics.PD.2	Establish a process for how individuals can effectively work together to make decisions.
SOC 6.1.2. Civics.PR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
SOC.6.1.2. Civics.CM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
SEL.PK-12.3. 1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3. 2	Demonstrate an awareness of the differences among individuals, groups, and others cultural backgrounds
LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.



SEL.PK-12.3. 1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3. 2	Recognize and identify the thoughts, feelings, and perspectives of others
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.... • Learn about ways to respect each other and ourselves • Learn about different feelings • Learn about how we are all unique and different • Identify the meaning of respect	



Evidence of Learning

Summative Assessment:	Student projects
Equipment Needed:	laptops, iPads, myWorld Interactive Workbooks
Teacher Resources:	teacher developed materials as presented in lessons, myWorld Interactive Teacher's Manual, Reading Street text and materials, community maps
Formative Assessments:	• Student completed work • Student writing

Lesson Plans

Lesson	Time Frame
Lesson 1 Upon the Clouds Equality	40 minutes/2 days
Lesson 2 A Box of Crayons	40 minutes/2 days
Lesson 3 What's Special About Me?	40 minutes/2 days
Teacher Notes: Teachers will use shared resources amongst the grade level.	
Curriculum Development Resources/Technology Resources: myWorld Interactive Workbooks, iPads, laptops	



Lesson Plan 1 Template

Content Area: Language Arts **Lesson Title:** Upon the Clouds of Equality **Time Frame:** 40 mins/2 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts and Social Studies

Integration of Technology: Internet

Equipment Needed: Computers, Martin's Big Words: The Life of Martin Luther King

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn the definition of a philanthropist (someone who gives of their time, talent and treasure and takes action for the common good). - Listen and respond to the book Martin's Big Words: The Life of Dr. Martin Luther King, Jr. (see Bibliographical Reference). - Listen and respond to Martin Luther King Jr.'s I Have a Dream speech. - Create a cloud with a dream for the world written or drawn on it.	Lesson Sequence Anticipatory Set: 1. Explain to the children that they will be participating in a simulation – a game that will imitate something that happened in real life. Tell them that during the simulation not everything will be fair, but after the simulation they will all be treated fairly. Give out the “treat” to only the students who share a certain characteristic. Tell them the characteristics. For example, “All of the students wearing blue jeans get a treat today.” Listen to their reactions. Some students may get very upset. Encourage those students to share their feelings by restating their feelings: “You seem pretty angry about this.” “You think it isn’t fair.” “You think treats shouldn’t be given for the clothes	- Observe the student response to the simulation. - As the students are illustrating the clouds engage each one in conversation about what they are drawing and its meaning. - Complete clouds depicting dreams



someone is wearing.” After the students seem to understand the point, tell them you agree (they have convinced you with their words) that it isn’t fair to treat people differently because of how they look. Give out the treat to the remaining students.

2. Tell the students that they should be proud of themselves for solving the treat problem with words. They are following the example of a great man who lived (about 40) years ago, Martin Luther King, Jr. Tell them that they will hear a book read about this man and should listen for words that describe how he felt about unfair treatment of people and how he tried to solve the problem.

3. Ask the students what they think big words are used for. (To tell others that the word is important) Read the book Martin’s Big Words: The Life of Dr. Martin Luther King, Jr. by Doreen Rappaport (See **Bibliographic Reference**). Stop periodically to check for understanding: What people were not treated equally/fairly? In what ways? From the story, what do you think segregation means? How did MLK try to solve the problem? How did the government (mayors, governors, police chiefs and judges) respond to the protests? What is the Nobel Peace Prize?



4. After reading, ask the students to respond to the following questions:
How did Martin Luther King, Jr. use big or important words? What was Martin Luther King Jr.'s dream?
How did he work to make that dream come true? How can we keep this dream alive today? How should we respond when we see some unfair treatment? How was MLK a philanthropist? (A philanthropist gives time, talent or treasure and takes action for the common good.)

5. Read aloud MLK's dream paragraph taken from a speech in 1963 (See Attachment One: I Have a Dream)

6. <http://www.infoplease.com/ipa/A0874987.html>. Discuss the big words he uses, the images that help in understanding his dream and the meaning of his dream—what is he working toward?

7. Distribute two pieces of drawing paper to each student. Tell the students that they will be making two matching cloud shapes.

Demonstrate for the students that this can be accomplished with very little cutting - hold both pieces of paper together and simply round the corners with the scissors - in order to have two large matching "clouds." Ask the students to write "I have a dream..... for me" on one of the



clouds. On it they should draw their dream for themselves when they are older. Perhaps it is a dream of them being a teacher, or a police officer, or an artist, or helping others. On the second cloud they should write “I have a dream... for the world” and draw a picture that shows people living and working together. It could be a picture of diverse people playing a game together, or another illustration that represents fairness and/or respect for diversity.

Optional: Students may write a sentence that explains the picture, or may dictate their sentence to an adult helper or older reading buddies.

8. Staple the two clouds together but leave an opening for stuffing with newspaper.

9. Stuff with one sheet of newspaper to give the cloud a 3-dimensional look. Attach a fishing line or yarn and hang the clouds.

10.. Give students the opportunity to share the meaning of their clouds with each other.

Differentiation:

- Visual demonstrations
- Presentation of material in small steps
- Read or paraphrase subject matter
- Instructions/directions given in different channels (written, spoken, demonstration)
- Visual or multisensory materials

Resources Provided:



- Small “treats” for the Anticipatory Set –special pencils, erasers, stickers, etc.
- Martin’s Big Words: The Life of Dr. Martin Luther King, Jr., by Doreen Rappaport (see Bibliographical References)
- Old newspaper to stuff the clouds
- Stapler
- Fishing line or yarn

Lesson Plan 2 Template

Content Area: Language Arts **Lesson Title:** A Box of Crayons **Time Frame:** 40 mins/2 days

Lesson Components

21st Century Themes

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

X Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy

☐ Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts and Social Studies

Integration of Technology: Video: A Box of Crayons

Equipment Needed:

- Laptop
- The Crayon Box That Talked Read Aloud

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Define and discuss the theme of respect ● Discuss concept of together as a large community ● Create die-cut crayon with what makes them unique	Lesson Sequence 1. Provide students with two sheets of drawing paper. Students pick out one crayon to draw a picture with only the single crayon. After about five minutes, ask students to take out their own boxes of crayons and draw another picture on the second sheet of paper; they could use as many different colors as they wished. When they finished coloring, ask the	● Completed drawings ● Die-cut Crayon illustration ● Written description of crayon



following questions:

Which picture do you like best? Why? Which picture would you like to display in your classroom, the hallway, at home? "What a boring world it would be if we were all alike — like the picture drawn with only one crayon. The diversity in the world makes it like a wonderful box of crayons with endless colors."

2. Read the poem "The Crayon Box That Talked" to your students. It is about the different colors getting along and liking each other.

3. Then, children draw their portraits showing what makes them unique on a die-cut crayon pattern.

4. Place all the crayons into a giant box of crayons that you can create using construction paper (see photo).

5. Theme: "We are a box of crayons, each one of us unique, but when we get together the picture is complete."

Differentiation:

Teachers will observe and ask questions. Students' level of understanding will enable teachers to further differentiate.

Resources Provided:

- Art supplies, drawing paper
- <http://vimeo.com/23111919>



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: What is Special About Me? 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 and Social Studies

Integration of Technology: Internet

Equipment Needed: Promethean Board, Laptops, iPads, Juno, teacher-created resources.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Compare and contrast similarities/differences among classmates. - Discuss why diversity is important to our classroom and the world. - Recognize and appreciate their own special and classmates qualities. - Compose written responses to selected questions. - Create original designs and a written response on a pre-cut puzzle piece.	Lesson Sequence 1. Anticipatory Set: Teacher and students will recite the poem “What is Special About Me?” Teacher will ask each student to name something special about themselves. Teacher will introduce a book and read “The Skin You Live In” by Michael Tyler. Teachers and students will discuss responding to questions: What kind of world would it be if only people with blue eyes could go to school? What kind of world would it be if only people with brown eyes could find a job? Would this be fair? 2. Teacher will share a graphic organizer (same and different). Teacher will explain that today each student will ask three questions of a	- Observe the student’s oral responses and written responses in their graphic organizers. - As the students are illustrating, their hearts engage each one in conversation about what they are drawing, writing and its meaning.



classmate: What is your favorite food? What is your favorite sport? What do you like about yourself? Students will answer the questions orally. Teacher will model recording the answers in a large graphic organizer.

3. Teacher will divide students up into cooperative groups. Each student will be given a question and response worksheet. Students will interview a selected classmate in their cooperative group asking designated questions and recording their classmates' responses on their worksheet. Teacher will model this task by selecting two students in class. Teacher will ask designated questions and demonstrate how to answer. Teacher will ask the class to examine the two people and compare how they are the same. Teacher will write responses on the graphic organizer and discuss. Teacher will ask students to return to their seats.

4. Students will respond to questions at their seat and record their own answer in a graphic organizer. After (about 6 minutes), Teacher will pass out names of classmates and cooperative groups. Each group will be given a question card. Students will work in cooperative groups for approximately 12 minutes. Students will take turns interviewing their designated classmate. When they



have completed the interview, students will examine how everyone has completed their task. Teachers will ask students to return to their own desk and state if any classmate shares any of the same responses. Students will infer that although we are not always the same but different, we are all special.

5. Teacher will conclude the lesson by distributing a pre-cut heart puzzle piece and allow each student to illustrate a picture of themselves, their favorite food and sport. Each student will write on the puzzle piece, what they like about themselves. Student puzzle pieces will be placed in an illustrated class heart as part of a classroom bulletin board display. Entitled “Celebrating Our Differences.”

Differentiation:

AL students will be able to write multiple sentences about themselves.

BL students will use sentence starters.

Resources Provided:

Large Graphic Organizer (Same/Different), graphic organizer worksheets, Book: “The Skin You Live In” by Michael Tyler. Poem: “What is Special About Me?” Pre-cut heart puzzle piece, Laminated question cards, crayons, pencils.



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:	2nd	Unit Title:	Respect/Tolerance
Created:	Grade 2 Teachers		Board Approved on:		



Unit 3 Overview Template

Content Area:	Social Studies /Language Arts	Grade Level:	2	Unit Title:	Friendship and Getting Along
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Unit Summary: Students will gain an understanding of respectful behavior and how to show respect toward one another.

Primary Interdisciplinary Connections: Language Arts and Social Studies

[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 what friendship means and how to get along with others.

Career Readiness (Standard 9):

- There are actions an individual can take to help make this world a better place
- Individuals from different cultures may have different points of view and experiences
- Collaboration can simplify the work an individual has to do and sometimes produce a better product

Learning Targets

Standards:

SOC.6.1.4 - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

SOC.6.3.4 - All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

TECH.8.1.2 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

SEL.PK-12.1.1 Recognize one's feelings and thoughts

SEL.PK-12.2.2 Recognize the skills needed to establish and achieve personal and educational goals

SEL.PK-12.3.1 Recognize and identify the thoughts, feelings, and perspectives of others

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



SEL.PK-12.3.3 Demonstrate an understanding of the need for mutual respect when viewpoints differ

Content Statements:

SOC.6.1.4.A.CS6 The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.

SOC.6.1.4.A.CS9 The world is comprised of nations that are similar to and different from the United States.

SOC.6.1.4.A.CS10 In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.

SOC.6.1.4.D.CS11 People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.

CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
SOC.6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
SOC.6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.2.CivicsP R.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
SOC.6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
SOC.6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
TECH.8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.



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TECH.8.1.2. A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SEL.PK-12.1. 1	Recognize one's feelings and thoughts
SEL.PK-12.2. 2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3. 1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3. 2	Demonstrate an awareness of the differences among individuals, groups, and others cultural background
SEL.PK-12.3. 3	Demonstrate an understanding of the need for mutual respect when viewpoints differ

Lesson Plans

Lesson	Time Frame
Lesson 1 Everyone is Unique	40 minutes/2 day
Lesson 2 Friendship Flowers	40 minutes/2 day
Lesson 3 Brand New Kid	40 minutes/2 day
Teacher Notes: Teachers will use shared resources amongst the grade level.	
Curriculum Development Resources/Technology Resources: myWorld Interactive Workbooks, iPads, laptops	



Lesson Plan 1 Template

Content Area: Language Arts **Lesson Title:** Everyone is Unique **Time Frame:** 40 minutes/2 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts and Social Studies

Integration of Technology: Video: Crayon Box that Talked, student laptops, iPads

Equipment Needed:

- 2-inch square of white drawing paper, one sheet per student
- 3-inch square of white drawing paper, one sheet per student
- 4-inch square of white drawing paper, one sheet per student
- art supplies (might include crayons, markers, or paints)
- writing paper and pen/pencil

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will ● Talk about the meaning of the word unique. ● Draw a truly unique person, one part at a time. ● Create a totally unique person, with a head drawn by one student, a torso drawn by another student, and lower body drawn by another. ● define the most positive qualities of this person.	Lesson Sequence 1. Write the word unique on chart paper. Ask: What is it that makes you unique among your classmates? 2. Next, draw a simple outline of a person on the board or chart. Draw two horizontal lines across the person's body dividing the bottom/top of the body. 3. Discuss some of the features that might make up a person's head/neck. Point out differences in hair/eye color, etc.	● Unique friends ● Final stories introducing friends



- write about why this person is one of your new best friends.

4. Discuss some of the ways in which people's bodies might be different. Lead students to understand that people have different body types, clothing, etc. Separate the lists into an upper and lower category.

5. When you are satisfied that students have the parts of the body sorted out, provide each student with a piece of white drawing paper measuring 2 inches square. Have students write their names on one side of the paper and draw on the other side of the paper the head of a person. Tell students that this should not be somebody they know; this unique person should come from their imaginations. Remind them to think first about the features the person's head will have; they can refer to the list they and their classmates created in the first part of the lesson. They should include as much detail as possible in their drawings.

6. When students finish drawing a unique head, provide them with a sheet of paper that measures 4 inches square. After students write their names on one side of the paper, they should turn the paper over and draw the torso (shoulders to waist) of the person. Before they draw, remind students to imagine the features of the person's torso. How is the body shaped? What clothing is



the person wearing? Once again, students should fill the entire space and draw as much detail as possible. Think unique!

7. When students finish drawing a torso, hand them a third sheet of paper; this time a 3-inch square. Have students write their names on one side of the paper, and draw the bottom part of their person (waist down to the feet). Remind students to fill up the space and include as much detail as possible. As students finish their final square, have them check to be sure their names are on all three parts; then collect them. You might have students put the heads in one box or folder, the torsos in another, and the legs in a third.

8. Putting It Together

This part of the lesson might be done the same day or the next day. Distribute to each student a head, a torso, and a set of legs. Students should not get a body part that they drew. Have students tape together the three body parts to create a totally unique "friend." Everybody is different, or unique. What a person looks like on the outside has nothing to do with what is inside! Every person has special talents and special qualities.

9. After students have decided what qualities their new friends have, tell



them you would like them to write about their new friends. You might ask each student to begin a story with the words: I would like you to meet my new friend, [name goes here].... Then give students the freedom to choose what they will write as they go on to describe exactly what it is they like so much about their new buddies.

When students have finished their stories, invite them to share them with their classmates. You might use this read-aloud session as an opportunity to reinforce the lesson you hope they will take from this activity: What a person looks like on the outside has nothing to do with what that person is like on the inside! The essays and illustrations might make a fun bulletin board display too!

Differentiation:

BL: Students will participate in small group to assist with creation of the unique person

AL: Students will write a descriptive paragraph and discuss characteristics of their unique person.

Resources Provided:

- Art supplies, drawing paper



Lesson Plan 2 Template

Content Area: Language Arts **Lesson Title:** Friendship Flowers **Time Frame:** 40 minutes/ 2 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Language Arts and Social Studies

Integration of Technology: <http://vimeo.com/23111919>

Equipment Needed: You Are Special, by Max Lucado

- construction paper cut outs of 5 flower petals per child and one round circle
- 1 envelope per child
- markers
- glue
- large sheet of paper for listing

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Students will be able to list qualities of good friends and obtain these qualities within themselves.	Lesson Sequence 1. Gather children onto the floor in a group. Ask children to think of their best friends in their head but do not talk aloud. 2. Ask children to think of why that person is their best friend. Tell children about your best friend and why Explain why friends can be family members, pets, peers, adults, etc.	● During discussion the teacher will observe what children say about friends and this will show understanding of what a good friend is. The flower petal activity is a conclusion to a lesson in which children list these good qualities about each other.



3. Ask children to raise their hand and when called upon tell what they like about their best friend, without naming the person.
4. Make a list of things we like about our friends.
5. How are we good friends? Make a list of things we do as good friends.
6. Read “You Are Special”, by Max Lucado. Discuss his friend and how she helped him.
7. Explain Flower Friends activity- Each child has an envelope with their name on it and 5 petals inside.
8. Each child will take out one petal and write one nice word about this friend, do not show anyone or say aloud! They will be passed around 5 times, until each petal has a word.
9. Teacher then collects envelopes and arranges flowers together.

Differentiation:

Teachers will observe and ask questions. Student level of understanding will enable teachers to further differentiate.

Resources Provided:

- construction paper cut outs of 5 flower petals per child and one round circle
- 1 envelope per child
- markers
- glue
- large sheet of paper for listing



Lesson Plan 3 Template			
Content Area:	Language Arts	Lesson Title:	Brand New Kid
		Time Frame:	40 mins/3 days
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy X Health Literacy			
<u>21st Century Skills</u>			
☐ 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: Language Arts and Social Studies			
Integration of Technology: http://mimio.com/brainpop-bullying			
Equipment Needed: chart paper			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and describe the behavior of a student who helps others. - Identify how words can hurt others and understand the long term effects. - Recognize ways to be kind and use words that help, not hurt to resolve conflicts. - Describe how to resolve conflicts.	Lesson Sequence 1. Do Now: Teacher and students will review class rules and focus on rules that address how to treat other people. Teachers will provide pre-reading questions as students view the cover of the book to be read “The Brand New Kid” by Katie Couric. Can you describe an experience in which you were the brand new person to join a group? What does it feel like to be the newest member of a group? The name of the boy on the cover of the book is Lazlo. Take a close look at his face. What do you think he is feeling?	- Discuss benefits of Class Rules (chart) - Shared discussion of problem in story and relate to own experience - An A Through Z Feelings Graphic Organizer



2. Teachers and students will read the book “The Brand New Kid” and discuss the story. Teachers will list names of characters on board and students will label their following questions for comprehension: Why do the children think Lazlo is “weird”? What does it mean to be weird? Why do people who are different seem weird when you first meet them? Why were the children “shooting looks,” throwing items and tripping Lazlo? Review the pages where children are teasing Lazlo. Can you identify the bystanders illustrated on those pages? What is a bystander? What happened when the other children just watched Lazlo getting teased? (the teasing increased) What can we do to help brand new kids who join our class or group? How do we know what people are feeling by looking at them? Who does Lazlo look down at his shoes or at the table? What emotion is expressed when someone fidgets? Discuss how one student made an effort to resolve the problem.

3. Engage students in sharing the benefits of group cooperation, working together and following rules in the classroom.

4. Students will be divided into groups to create a list of qualities of a friend using an A to Z organizer. Students will share their lists with the



	class. 5. Teacher will show a blown up picture of Lazlo and have students read the page that talks unkindly about Lazlo's appearance. As students read the page, the teacher will crumple the picture of Lazlo into a tiny ball. 6. Teacher will ask students to begin to say kind words to Lazlo and read the part in the story where the other kids begin to treat him kindly. As students read, the picture of Lazlo is smoothed out, but the damage remains. Guide students to understand that words hurt and that having rules in place for appropriate behavior and group cooperation benefits everyone. 7. Students will write about a personal experience and pair/share.	
Differentiation: Teachers will observe and ask various levels of questions. Student level of understanding will enable teachers to further differentiate.		
Resources Provided: ● Book: "The Brand New Kid" ● A through Z Friendship Graphic Organizer		



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/Language Arts	Grade Level:	2nd	Unit Title:	Friendship
Created:	Grade 2 Teachers				
	Board Approved on:				



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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



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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
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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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



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

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Accommodations and Modifications for ESL Students

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

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

Mission Statement

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

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

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

Goals:

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

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

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

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

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

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

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

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

Procedures

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

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.