



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

Springfield Public Schools
Springfield, New Jersey 07081

Holocaust
Grade 5

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

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Superintendent of Schools**

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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:	English	Grade Level:	5	Unit Title:	Holocaust and Change
Unit Summary: Students will participate in guided Internet research about WWII, the Holocaust and 1940's American culture to enrich knowledge of the time period. With this knowledge, students will gain a deeper understanding of historical literature, reflections about society and events of the time period. They will then create multimedia presentations to inform their peers and community members about issues related to the topic. Finally, students will compose and share historical narratives that will encourage the preservation of this heritage to a growing online community. The expected outcome is that students will have learned why change is necessary for our communities, our world and themselves.					
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:	This cross-curricular unit of study was designed to satisfy students' questions pertaining to WW2, the Holocaust, the people who survived this era, and to provide an avenue where students can connect to veterans, survivors of WWII and the Holocaust to keep these stories alive for future generations. This exploration will create interest in historical investigation as a way to foster positive change in culture and society.				
Career Readiness (Standard 9):	All students will understand the importance of essential skills needed to communicate and think critically throughout the unit.				

Learning Targets

Standards:	U.S. History: America in the World, World History/Global Studies, Active Citizenship in the 21st Century
Content Statements:	6.1 US History: 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. 5.1 LA: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
CPI#:	Cumulative Progress Indicator (CPI):



LA.5.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.5.RI.5.9	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.5.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.5.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.5.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LA.5.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
6.1.5.History CC.5	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
6.1.5.History UP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.1.5.Econ	Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.5.History UP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.CivicsHR .4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
6.1.5.CivicsCM .3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
9.4.5.CT.4:	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
9.4.5.CT.2:	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem
9.4.5.GCA.1:	Analyze how culture shapes individual and community perspectives and points of view (e.g.,



9.4.5.IML.4:	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

Unit Essential Questions:

- What was the Holocaust?
- How did the Holocaust affect America?
- How and why did people change during this time?
- What can we learn from the Holocaust?

Unit Enduring Understandings:

- The Holocaust was a period in time when genocide was enacted upon the Jewish people. Not only did this affect a single culture, but all those in support of that culture.
- Many American policies, attitudes towards immigration and involvement in international affairs changed during this time.
- Change was evident as a direct result of the Holocaust through immigration, segregation and cultural awareness.
- Horrific events such as the Holocaust help people understand how humans can impact the world around them in negative and positive ways.

Unit Learning Targets:

Students will...

- explore three or more credible resources to formulate questions about key events, people, places, cultures and immigration during WWII, the Holocaust and 1940's America.
- create digital presentations to inform their peers and community members about personal inquiry topics.
- respond in writing to literary themes using literal evidence, connections, inferences and/or critical analysis to support conclusions and respond to peer responses.
- use interview techniques to gather information to compose short audio historical narratives to preserve heritage and/or memories of the WWII time period.
- express reasons why change is necessary for their communities, their world and themselves through essay responses.

Evidence of Learning

Summative Assessment: 3 days

Equipment Needed: Projection systems, laptops, DVD drive

Teacher Resources: Selected stories / Units from Pearson Reading Street (Main Selections - The Hindenburg, Leveled Reader - I Wanted My Mother by Deborah Biron, Holocaust Rescuers by Gretchen McBride, A Day in the Life of Peter and Eve Gretchen McBride, A safe Haven by Lara Bove) Novel - Lily's Crossing by Patricia Reilly Giff, Film - Jakob the Liar



Formative Assessments:

- KWL on Holocaust and comprehension of ideas around Holocaust
- Journal reflections on readings and viewing of media
- Investigation worksheet showing process or research
- Open-ended response to critical thinking questions based on literature
- Planning or storyboard showing development of informational presentations
- Reflective Essay discussing importance of change and diversity
- Expository Report on Holocaust, 1940's America or World War II
- Memoirs of historical events of the Holocaust, 1940's America or World War II

Lesson Plans

Lesson	Time Frame
Lesson 1 Causes of WWII	3 class periods
Lesson 2 Lily's Crossing	2.5 Weeks
Lesson 3 Kindertransport	5 class periods

Teacher Notes: Kindertransport should be taught prior to reading Lily's Crossing.

Curriculum Development Resources/Technology Resources:

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

<http://www.americanhistory.si.edu/perfectunion/experience/index.html>

<http://www.museumofworldwar2.com/Tour/html>

http://www.bbc.co.uk/schools/primaryhistory/world_war2

<http://teacher.scholastic.com/activities/wwii/index.html>

<http://www.state.nj.us/education/holocaust/curriculum>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Causes of WWII Time Frame: 3 hours

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: World History, Social Studies, Language Arts, Technology

Integration of Technology:

- Museum of WWII - <http://www.museumofworldwar2.com/Tour.htm>
- BBC-WWII- http://www.bbc.co.uk/schools/primaryhistory/world_war2
- Presentation on the -ism's of World War I
- BrainPop
- Epic
- Raz Kids

Equipment Needed: projector, iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Formulate questions about key events, people, places, cultures and immigration during WWII, the Holocaust and 1940's America. • Apply knowledge to analyze historical events and how these events affect lives of individuals and families during times of conflict.	Lesson Sequence: Build Background: 1. Build Background: KWL; Brainpop: Causes of WWII; What Caused WWI?; World War II 2. Learn: Internet Workshop: Students will complete the Internet Workshop prior to reading Lily's Crossing in order to build background information about WWII.	• Research • Internet Workshop • Map Study • Reading Comprehension



- Identify key Allied and Axis participants in the war. - Locate two theaters of war in World War II; Look for similarities among battles in World War II.	- Nystrom Map Study 51 - World War II - EPIC: Life During WWII By Wendy H. Lanier - 830L - Summarize and Assess: - Brainpop: WWII - Extend - RAZ: <i>The Message</i> - Level Z (Grade 5), Lexile 860L; <i>Japanese American Incarceration During World War II</i> - Level Z2 (Grade 5+), Lexile 1090L; <i>Battle Over Britain</i> - Level Z2 (Grade 5+), Lexile 1080L; <i>The Tuskegee Airmen</i> - Level V (Grade 4), Lexile 1120L; <i>D-Day</i> - Level X (Grade 5), Lexile 990L; <i>Code Talkers</i> - Multilevel - Extend - EPIC Collection: Life in 1940's Collection	
Differentiation: student pairs, small groups		
Resources Provided: - Nystrom Our Country's History - Map Studies - Nystrom Map Cart and Atlases - Worksheets and Lesson Activities - Notebooks		



Lesson Plan 2 Template

Content Area: English Lesson Title: Lily's Crossing Time Frame: 2 weeks

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: Social Studies, World History, English, Technology

Integration of Technology:

- Audio version of the text
- Teacher created digital presentation to guide reading and comprehension [LC Guided Lesson Presentation](#)
- BrainPop
- Epic
- NewsELA
- Raz Kids
- iPads
- Laptops

Equipment Needed: iPads, laptops, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Formulate questions about key events, people, places, cultures and immigration during WWII, the Holocaust and 1940's America. • Identify words/terms related to holocaust to discuss and complete written response to validate comprehension.	Lesson Sequence: Lily's Crossing For each section, students will define words and complete comprehension activities- see Novel Packet or Lily's Crossing Novel Ties. The DQ for class socratic discussion (not meant for written comprehension) but to build deeper understanding. 1. Ch 1-4: Skills - Setting, Flashback, Personification	• Vocabulary quiz • Notes on readings • End of the book quiz • Writing prompts



● Build Background knowledge on the holocaust to write a persuasive composition. ● Media Literacy: Identify Author's Purpose in media and the outcome of the intended message. ● Apply knowledge to analyze historical events and how these events affect lives of individuals and families during times of conflict. ● Read for intended purposes using comprehension skills and strategies to build meaning and understanding of historical fiction. ● Identify literary elements and devices that authors use to narrate a historical fictional story.	2. Ch 5-8: Skills - Characterization, Simile, Cliffhanger 3. Ch 9-12: Skills: Conflict, Characterization, Metaphor 4. Ch 13-16: Skills - Metaphor 5. Ch 17-20 Skills: Cliffhanger, Characterization 6. Ch 21-24 Skills: Characterization, Cliffhanger 7. Ch 25- 28 Skills: Theme 8. During/Post Reading Activities: Choice Board/Tic Tac Toe Comprehension Activities	
Differentiation: whole group instruction, small group instruction, partner work, groups to correspond to reading levels		
Resources Provided: ● <i>Lily's Crossing</i> books ● <i>Lily's Crossing</i> audio ● Guided reading lesson materials ● Worksheets and Lesson Activities ● OnCourse		



Lesson Plan 3 Template

Content Area: English Lesson Title: Kindertransport Time Frame: 5 class periods

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: World History, English, Social Studies, Technology

Integration of Technology:

- projection system
- BrainPop
- Teacher selected videos
- [Kindertransport during WWII](#)
- [How Children Escaped the Holocaust](#)
- [In Plain Sight: A Hidden Child of the Holocaust](#)
- Epic
- Raz Kids
- Newsela

Equipment Needed: iPads, laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Formulate questions about key events, people, places, cultures and immigration during WWII, the Holocaust and 1940's America. • Identify words/terms related to holocaust to discuss and complete written response to validate comprehension.	Lesson Sequence Holocaust Museum Procedures: 1. Teacher Choice to View to build background and connections: a. Newsela: Jewish life in Europe before the Holocaust (Photo Story)	• Response to reading through discussions • Written response to reading • Persuasive letter • Comprehension checks



● Build Background knowledge on the holocaust to write a persuasive composition. ● Media Literacy: Identify Author's Purpose in media and the outcome of the intended message. ● Apply knowledge to analyze historical events and how these events affect lives of individuals and families during times of conflict. ● Read for intended purposes using comprehension skills and strategies to build meaning and understanding of historical fiction. ● Identify literary elements and devices that authors use to narrate a historical fictional story.	b. Brainpop: The Holocaust c. Kindertransport during WWII d. How Children Escaped the Holocaust e. In Plain Sight: A Hidden Child of the Holocaust 2. OnCourse Connect - Holocaust Museum a. Students will close read passages and answer questions. i. Children in the Shadows ii. A Child in Hiding iii. The Train Station iv. Remembering the Holocaust b. Think critically and answer questions c. Write a letter persuading town to build a Holocaust Museum 3. Optional Media Activity: discuss events of the holocaust/ purpose of media/literature. a. Film- “Waiting for Anya”	
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4. Other Reading - Teacher Choice:

- a. Epic - Holocaust Collection
- b. Raz Kids: Escape from the Holocaust, The Blitz

Differentiation: Use a variety of planning templates, graphic organizers, small group instruction, paired writing

Resources Provided:

- Raz Kids articles
- Newsela articles
- Epic
- BrainPop
- iPads
- OnCourse



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: ELA/SS	Grade Level: 5	Unit Title: Holocaust
Created: 2023	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



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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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**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



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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.