

Springfield Public Schools
Springfield, New Jersey 07081

Holocaust
Grade 6

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

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Asst. Supt. of Curriculum and Instruction

Curriculum Developed By:

Tim Kielty ~ Principal

Candice Schiano ~ Supervisor of Humanities

Rebecca Luzuriaga ~ Social Studies Teacher

Devin Haggerty ~ Social Studies Teacher

Alison Reynders ~ Social Studies Teacher

Nada Amer ~Communication Arts Teacher

Crystal Best~ Communication Arts Teacher

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

Introduction

This template is the product of an initiative led by the New Jersey Department of Education, Office of Academic Standards, in partnership with the New Jersey Association for Supervision and Curriculum Development (NJASCD) and the New Jersey Principals and Supervisors Association (NJPSA). The project was undertaken with the assistance of New Jersey content area supervisors, curriculum coordinators, and teachers during spring-summer 2009. The goal of the project was to design exemplary unit plans and accompanying lesson plans aligned with the New Jersey Student Learning Standards that may be used by districts as models for the development of local curricula.

The Unit Overview Template, which follows, is a tool that can help districts define one unit plan of several that comprise a specific course in the curriculum for any content area. It is designed, once completed, to summarize the content and objectives for the unit, outline lessons and assessments that support the unit, and provide links to documents that facilitate delivery of the unit, such as student materials, background information, resources, and performance rubrics. To see how the units fit together in the design of a course, see the Curriculum Design Template included at the end of this document.

Seven content area Unit Overviews were created as part of the project to serve as exemplar unit plans that are aligned with the New Jersey Student Learning Standards and that assist in achieving the goal of engaging students, fostering achievement, and cultivating 21st century global skills. The units stress the integration of 21st century themes and skills, global perspectives, technology, and cross-curricular connections.

We encourage districts to use the exemplars in conjunction with the curriculum development tools and templates that emanated from this project as models for teaching and learning based on the New Jersey Student Learning Standards.

SPRINGFIELD PUBLIC SCHOOLS

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

Unit Overview Template

Content Area:	Communication Arts / Social Studies	Grade Level:	6	Unit Title:	Holocaust and Genocide
Unit Summary: Weaving Holocaust history into novel study, students will be able to analyze character traits, historical fiction vs. fact, and synthesize response of characters into rationale of character education recognizing bullies, bystanders, and heroes in everyday people. Students will incorporate writing skill development, map/geography/Social Studies skills into reading fluency and literary analysis. Varied informational texts, Internet research, and project based learning will extend student's understanding of the events leading up to and after the Holocaust.					
Primary Interdisciplinary Connections: Social Studies; Communication Arts; Geography; Character Education					
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 unit will integrate Holocaust Curriculum into the Historical Fiction Novel Study of <i>Number the Stars</i> . Students will learn to analyze literature, analyze and differentiate between historical fact and historical fiction. Students will analyze informational texts regarding Holocaust and genocide creating article to text connections using <i>MyPerspectives</i> and <i>Document Based Questions</i> . Additionally, students will synthesize global issues today with Holocaust and genocide history.				
Career Readiness (Standard 9):	Student will make text to self connections, text to global issues including genocide and Holocaust studies, incorporating 21 Century Skills of building literacy, effective expression, written and spoken, and working collaboratively to achieve unit goals.				

Learning Targets

Standards: NJSLSA: RI.6.1, RI.6.2, RL.6.3, RI.6.4, RI.6.7, RI.6.8, RI.6.9, W.6.2, 6.1.8, 6.3.8, 6.1.8.D,SEL.PK-12.1.1, SEL.PK-12.1.3 SEL.PK-12.1.4 SEL.PK-12.2.2, SEL.PK-12.2.3, 3 SEL.PK-12.3.1, SEL.PK-12.4.3, TECH.9.4.8.TL.2, 9.4.8.TL.3, 9.4.8.IML.3, 9.4.8.IML.7, 9.4.8.IML.4, 9.4.8.IML.12	
Content Statements: Students will be able to analyze characteristics of historical fiction and distinguish between fact and fiction through the use of informational texts. Students will utilize these informational texts to tie the Holocaust curriculum in Social Studies with the curriculum in ELA.	
CPI#:	Cumulative Progress Indicator (CPI):
RI.6.1	Cite textual evidence and make relevant connections to support analysis of what text says explicitly as well as inferences drawn from text
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.

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

RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.6.4	Determine the meaning of words & phrases as they are used in text. Determine figurative & connotative meanings, analyze the impact of words on meaning and tone
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.6.8	Trace and evaluate the argument and specific claim in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.6.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
W.6.2	Write informative/explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

NJSLS Social Studies

SOC.6.2.8.Hi storyUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
SOC.6.2.8.Hi storyUP.3.c	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
SOC.6.2.8.Hi storyCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
SOC.6.2.8.Hi storyCC.4.d	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
SOC.6.2.8.Hi storyCC.4.f	Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
SOC.6.2.8.Hi storyUP.3.b	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
SOC.6.2.8.GeoHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
SOC.6.2.8.CivicsPI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

NJSLS Technology/Social Emotional Learning

TECH.9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem.
-----------------	--

SPRINGFIELD PUBLIC SCHOOLS

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

TECH.9.4.8. TL.3	Select appropriate tools to organize and present information digitally.
TECH.9.4.8.I ML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
TECH.9.4.8.I ML.7	Use information from a variety of sources
SEL.PK-12.3. 1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3. 2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds

Unit Essential Questions:

- How and why did the Holocaust occur?
- What is genocide and why does it still occur today?
- How can researching the history of the Holocaust and genocide prevent future occurrences?
- What information is present in our textbooks, DBQ articles, and research that enables us to analyze collaborators, bystanders, and the Resistance?
- How does society play a role in people's perception of different cultures?
- How do rulers use scapegoats to justify bad behavior by aggressors?

Unit Enduring Understandings:

- Overall Holocaust history
- Differentiate and identify the following groups: Righteous Gentiles, collaborators, bystanders, bullies, heroes, and the resistance
- Geography of Europe enables Nazi occupation
- Coexistence of bravery and fear
- Prejudice and ignorance fueling cultural hatred
- Suffering and anger can often distort people's beliefs
- Propaganda fuels emotion in large numbers by using pictures/symbols to reach people of all ages and help communicate despite language barriers

Unit Learning Targets:

Students will explain, analyze, and synthesize Holocaust history. They will also be able to distinguish fact from fiction; connecting the genre of historical fiction to events that actually transpired in history. Students will analyze and identify character traits in the text, themselves, and historical figures during the Holocaust. By analyzing character traits students will be able to compare and contrast bystanders, bullies, dictators and heroes. They will also analyze the significance of how the geography and location of places such as Denmark, Sweden, and Germany impacted the events of the Holocaust.

SPRINGFIELD PUBLIC SCHOOLS

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

Evidence of Learning

Summative Assessment: 1 1/2 months

Equipment Needed: Textbooks (consumables), online text, headphones, projectors, laptops

Teacher Resources: Pearson Online Programs, In-class novels, youtube clips, Flocabulary, Newsela, Scholastic Magazines

Formative Assessments:

- Teacher made assessments, assignments, and projects
- Exit cards
- PowerPoints
- iMovie
- Online blog
- Journal entry
- Summary frames
- Oral questions
- Student conferencing
- Think/Pair/Share
- Web map
- Self-assessment
- Oral questioning
- Essay writing
- Document Based Questions

SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plans

Lesson	Time Frame
Lesson 1 Holocaust History	2 hours/ 2 days
Lesson 2 Holocaust Geography	1 hours/1 days
Lesson 3 Character Traits	1 hours/2 days

Teacher Notes: All lessons are built around *Number the Stars*, *Anne Frank and Me*, as well as supporting materials including Holocaust history handouts, Newsela articles, You-Tube clips, materials from the Holocaust Museum, DVD showing setting, characters, historical figures, clothing, fishing boats transporting Danish Jews to Sweden, and details of time and history accurately.

Curriculum Development Resources/Technology Resources:

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

<https://www.ushmm.org>

<https://hnh.org>

<https://newsela.com>

<https://jfr.org>

Lesson Plan 1 Template

Content Area:	Communication Arts/Social Studies	Lesson Title: Holocaust History	Time Frame:	2 hours/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:

Social Studies, Geography

Integration of Technology: Technology (laptops) will be used to extend research of Holocaust History and significant historical figures of time, projector will be used for mini lessons, maps, and DVD's to illustrate boats that transported Jewish population, Nazi Flags, uniforms, cars, etc.

Equipment Needed: Projector, Laptops, Maps, and Globes

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Read and discuss Holocaust History synthesis - Think/pair/share who Axis vs. Allies were and where they were located - Complete an interest survey as anticipatory set	Lesson Sequence - Interest Survey - Mini Lesson on Holocaust - Partner read of Holocaust history with think/pair/share questions - Exit cards wrapping lesson and assessing new learning of beginning of new thinking about events and historical figures	- Underlined and written notes - Teacher observations - Written answers to Holocaust history questions
Differentiation: Notes offered orally, in writing, with cloze passages as a form of active note taking (fill in blanks as opposed to standard notes, completed written notes w/main ideas bullet pointed & highlighted, study skill of reading questions prior to reading text & highlighting main ideas imbedded in lesson		

Resources Provided:

- Interest Surveys (kinesthetic activity), mini PowerPoint lessons, Holocaust History synthesis packet
- Articles of various complexity relating to people and events of Holocaust History
- First person accounts and photographs of that time period
- Vocabulary lists

SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 2 Template

Content Area:	Communication Arts / Social Studies	Lesson Title:	Communication Arts / Social Studies	Time Frame:	1 hours/ 1 day
		Denmark/ Sweden/ Germany on the Map			

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, Geography

Integration of Technology:

Projector to show location of Sweden as safety zone, Germany as invader, and why Denmark's location forced it to surrender rather than to openly resist German invasion, and why its seaside location afforded an escape route, laptops for students to research locations, distances, and waterways referenced both historically and in *Number the Stars* and *Anne Frank and Me*.

Equipment Needed:

Projector, Laptops, Large World Wall Map

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and label Denmark, Sweden, Germany, cities and towns in <i>Number the Stars</i> and surrounding bodies of water - Measure and calculate distance between Denmark and Sweden by water.	Lesson Sequence - List names of seas, towns, cities, countries in <i>Number of the Stars</i> - Project area on screen - Students will research area on laptop and label and color on individual maps, calculating sea travel in miles - Class discussions on how locations of Denmark and Sweden, proximity to	- Identification of geographic locations in novel - Labeling/coloring of map - Researching historical info presented in novel & writing summary of fact vs fiction. - Oral & written answers - Teacher observation

SPRINGFIELD PUBLIC SCHOOLS

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

- Label and color map of Europe focusing on areas in the story.

Germany and waterway between Denmark and Sweden presented escape route

5. Students will research why Sweden was not invaded by Germany using their laptop; class discussion will be focused on information found

Differentiation:

Maps will be pre-labeled, for struggling students (depending upon ability some students will have fill in the blanks on maps) small group instruction and guidance on map skills available, calculators and rulers made available for the distance section, computer will offer assistance to read aloud (text to speech)

Resources Provided:

- Interest Surveys (kinesthetic activity), mini lesson PowerPoint, Holocaust History synthesis packet
- Articles of various complexity relating to people, events of Holocaust History and historical timelines
- First person accounts and photographs of that time period
- Vocabulary lists
- Photographs and visual materials

Lesson Plan 3 Template

Content Area: Communication Arts	Lesson Title: Character Traits	Time Frame:	2 hours/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:

Social Studies

Integration of Technology:

Laptops to log onto character trait websites, projector and teacher laptop used for mini-lesson.

Equipment Needed:

Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Differentiate between character traits/physical traits, and mood - Identify character traits in themselves and characters in <i>Number the Stars</i> - Analyze what character traits are present in bystanders, heroes, and bullies - Find examples of “proof” of main characters “traits” within novel - Conclude if Confucius would agree or disagree with the behavior displayed by bystanders during WWII	Lesson Sequence - Mini-lesson on character traits (PowerPoint) - Students will complete a guided practice sheet differentiating between mood/physical traits.. - The class will share about their own character traits. - Students will log onto character trait websites to identify character traits from the main character in <i>Number the Stars</i> and find “proof” in the novel. - Students will categorize traits evident in bystanders, heroes, and bullies.	- Teacher Observations - Oral answers to class discussions, questions generated from PowerPoint - Written answers - Written answers to categorization of various characters from novel as bullies/bystanders/heroes along with character traits & “proof” from novel - Short-constructed response demonstrating connections made between Ancient China and the Holocaust.

SPRINGFIELD PUBLIC SCHOOLS

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

- | | | |
|--|--|--|
| | 6. Analyze documents from WWII and quotes from Confucius by completing “Connections with Confucius” DBQ. | |
|--|--|--|

Differentiation:

Students will use various resources to respond to curricular topics in ways congruent with their abilities. Information text items will be provided in varying degrees of complexity according to students’ individual reading and comprehension skills. The computer will offer students the option of text to speech. Additionally, small group instruction will allow students to receive information on their academic level.

Resources Provided:

- Laptops
- Graphic Organizers
- Website for character traits
- Character traits notes and handouts
- Support materials, determined as needed, to meet Student IEP accommodations.

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:	Communication Arts/ Social Studies	Grade Level:	6th	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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

**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



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Accommodations and Modifications for ESL Students

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

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

Mission Statement

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

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

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

Goals:

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

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

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

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

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

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

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

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

Procedures

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

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

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

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

Resource Links

https://riversideinsights.com/cognitive_abilities_test

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

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

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

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

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

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

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

NJDOE Fast Facts

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

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

Math/ELA

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

STEM

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

Enrichment Events

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