



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

Springfield Public Schools
Springfield, New Jersey 07081

Holocaust
Grade 7

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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Springfield Public Schools

Cultivating compassionate and extraordinary learners!

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

Resolution:J21

Introduced By: Mr. Miller

Seconded By: Mrs. Gamarekian

Adopted: July 24, 2023

Curriculum Adoption

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

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

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2023 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

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

SEAL



Michelle Calas
School Business Administrator/ Board Secretary

Michelle Calas, School Business Administrator/Board Secretary



Unit Overview Template

Content Area:	Social Studies	Grade Level:	7	Unit Title:	Holocaust and Genocide
Unit Summary: This unit will also focus on the role of the courts and how protecting the rights of citizens is a continuing challenge. It will be an in depth study of the amendments of the Constitution and an interpretation of what rights and freedoms they protect. This unit will focus on how the <i>Skokie v. Illinois</i> ruling impacted the community of Holocaust survivors that were targeted by the American Nazi Party. It will provoke discussion on whether or not there should be limits to certain rights and freedoms we have as Americans. This unit will also focus on the experience of Native Americans during American colonization and how colonization was responsible for the Native American genocide.					
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 unit is designed to make students realize that our democracy is dependent upon the civic participation of its citizens. We are still fighting for equality in our society, we are still fighting for our rights and we are still fighting to protect our freedom. Our country is dependent upon involved citizens willing to stand up against injustices in our society.					
Career Readiness (Standard 9): 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, TECH.9.4.8.GCA.1, TECH.9.4.8.IML.7, TECH.9.4.8.GCA.2,					

Learning Targets

Standards:	6.1.8.CivicsPI.3.b, 6.1.8.CivicsPI.3.c, 6.3.8.Civics.PI.1, 6.3.8.Civics.PI.4, NJSLA: RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.7, RI.7.8, RI.7.9, W.7.2.A, W.7.2.B, W.7.2.C, W.7.2.D, W.7.7, W.7.8, 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, 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, TECH.9.4.8.GCA.1, TECH.9.4.8.IML.7, TECH.9.4.8.GCA.2
Content Statements:	The fundamental principles of the United States Constitution serve as the foundation of the United States government today.
CPI#:	Cumulative Progress Indicator (CPI):
6.1.8.Civics PI.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.Civics PI.3.c	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.



6.3.8.Civics. PI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes the government should serve.
6.3.8.Civics. PI.4	Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.
6.3.8.Civics PD.3	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
RI.7.1.	Cite textual evidence and make relevant connections to support analysis of what text says explicitly as well as inferences drawn from text
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
TECH.9.4.8 .TL.2	Gather data and digitally represent information to communicate a real-world problem.
TECH.9.4.8 .TL.3	Select appropriate tools to organize and present information digitally.
TECH.9.4.8 .IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
TECH.9.4.8 .IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
TECH.9.4.8 .GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8 .GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
SEL.PK-12. 1.1	Recognize one's feelings and thoughts.
SEL.PK-12. 1.3	Recognize one's personal traits, strengths, and limitations.



SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12. 2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12. 2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12. 4.3	Evaluate personal, ethical, safety, and civic impact of decisions.

Unit Essential Questions:

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Unit Enduring Understandings:

- Understand the Constitution as a living document
- Identify how changes in the Constitution reflect societal changes
- Understand how the Constitution has been interpreted over time
- Understand the challenges Holocaust survivors faced as they adapted to life in America after WWII
- Understand that historical events are open to interpretation
- Understand the continuing impact genocide has on the groups it was committed against

Unit Learning Targets:

- Students will understand the five freedoms associated with the First Amendment.
- Students will explore a court case involving one of the freedoms associated with the First Amendment.
- Students will understand the challenges Holocaust survivors faced as they settled in the United States.
- Examine how diverse groups can perceive shared experiences differently.
- Review commentary from indigenous writers about Thanksgiving.
- Make inferences and draw conclusions based on written information.
- Contemplate how the colonization of America resulted in a genocide of the Native American population.



Evidence of Learning

Summative Assessment: 3 days
 Unit Test, Critical Thinking Homework Questions, Supreme Court Case Study

Equipment Needed: Laptops, OnCourse

Teacher Resources: Laptops, Promethean

Formative Assessments:

- Blogs
- Supreme Court Case Analysis
- Primary Source Analysis
- Journal Entries
- Do Now Assignments/Exit Cards

Lesson Plans

Lesson	Time Frame
Lesson 1 Skokie v. Illinois	42 minutes/ 3 days
Lesson 2 Thanksgiving Mourning	42 minutes/ 3 days
Lesson 3 United Nations Genocide Convention	42 minutes/ 3 days

Teacher Notes:

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

Curriculum Development Resources/Technology Resources:

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

www.loc.gov

<http://www.supremecourt.gov/>



Lesson Plan 1 Template

Content Area: Social Studies **Lesson Title:** Skokie v. Illinois **Time Frame:** 42 minutes/3 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: Communication Arts

Integration of Technology:

Laptops, Conducting Effective Research, OnCourse Classroom, Blogs, Garageband

Equipment Needed: Laptops, Promethean

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the five freedoms associated with the First Amendment. - Explore a court case involving one of the freedoms associated with the First Amendment. - Analyze the challenges Holocaust survivors faced as they settled in the United States.	Lesson Sequence - OnCourse Blog: Have the students analyze this photo, using just the photo. Ask them to write a description for the photo-when do they think this was taken? Where? Why? - Blog Discussion-Most students might place this photo during the WWII era, taken in Europe to protest Nazi occupation. Inform students that this photo was taken in 1977 in Skokie, Illinois. - Divide students into groups of equal sizes-try to keep groups to no more than five students. Explain that each group	- Blog Responses - Answers to essential questions during class discussion - Supreme Court Case Analysis



- will be given a court case that focuses on one of the five freedoms of the First Amendment.
4. Introduce the *Skokie v. Illinois* case by directing students to a [case analysis](#).
 5. Each group will read about the *Skokie v. Illinois* case, respond to some case analysis questions and then share back with the rest of the class what they learned.
 6. Case Analysis:
 - What's happening here?
 - How is this related to the First Amendment?
 - How did the court rule?
 - Why do you think the court ruled the way it did?
 - Do you agree or disagree with their decision and why?
 - What else do you want to know about the case or that particular freedom?
 7. Introduce the film: *Surviving Skokie (1 hour)*. Explain to students that this film is a reflection of Holocaust survivor Jack Adler's experience during the Holocaust as well as his experience as a resident of Skokie.
 8. Class Discussion: How did Jack's experience during WWII and the protections in the First



- Amendment, empower him to speak up?
9. Conclusion Activity:
Students can choose to write a movie review of *Surviving Skokie*, a letter to Jack or Eli Adler reflecting on what they learned from their story or a journal entry reflecting on what emotions this lesson evoked in them.

Differentiation: The lesson is concept based and allows for flexible grouping. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will be active participants in their learning by conducting effective research. Students will use critical thinking skills to locate essential information about the *Skokie* case. Students have the power to choose what Conclusion Task they would like to complete.

Resources Provided:

- Background of the Skokie Case
- How To-Analyze a Supreme Court Case
- Annotated First Amendment
- *A Holocaust Narrative*



Lesson Plan 2 Template			
Content Area: Social Studies	Lesson Title: Thanksgiving Mourning	Time Frame:	42 minutes/3 days
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy x Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation x Critical Thinking and Problem Solving x Information Literacy ☐ Life and Career Skills x Communication and Collaboration x Media Literacy x ICT Literacy			
Interdisciplinary Connections: Communication Arts, Science			
Integration of Technology: Laptops, Mimio			
Equipment Needed: Laptops			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Examine how diverse groups can perceive shared experiences differently. - Review commentary from indigenous writers about Thanksgiving. - Make inferences and draw conclusions based on written information. - Contemplate how the colonization of America resulted in a genocide of the Native American population.	Lesson Sequence - Have students work with a partner. While one describes what they know about the origin of the Thanksgiving holiday, the other writes down key words and images from their description. Discuss: Where did you learn these stories? What ideas or values do you think of when you celebrate Thanksgiving? (<i>Note: Examples students may give: thanks, charity, generosity, being good neighbors.</i>) - With the same partner, have one student read, <u>The Suppressed Speech</u>	- Answers to essential questions during class discussion. - Primary Source Analysis - Persuasive Letter



of Wamsutta James, and the other reads, Thanksgiving: A Native American View. After they finish reading, they should take turns summarizing what they read to each other.

3. As a class, discuss:
 - Reflect back on the values of Thanksgiving you described at the start of the activity. Did the Pilgrims uphold these values in their treatment toward the Indians? Why?
 - What was new to you in the authors' descriptions of the first Thanksgiving? Why do you think these details are sometimes omitted from popular culture's take on Thanksgiving?
 - Why does Keeler refer to Native Americans as a "very select group of survivors"? Is her characterization consistent with James's perception? Why?
 - Wamsutta James' speech inspired some Native Americans to boycott Thanksgiving and instead observe a National Day of Mourning. Keeler takes a slightly different approach. Which approach makes the most sense to you? Why?
 - Keeler sees present-day Thanksgiving celebrations as a tool for



	healing. What are ways this can happen? Does the Day of Mourning advance or hinder healing? Why? • In what ways are James's and Keeler's perspectives gifts to our nation? 4. Students should ponder whether they have a new view of Thanksgiving. Identify specific things you learned from either James or Keeler and explain how this new knowledge affects your understanding of Thanksgiving. 5. Students will write a letter to the President either defending the continuation of Thanksgiving as a national holiday or asking him to declare it a Day of Mourning to acknowledge the genocide against Native Americans.	
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Differentiation:

The lesson is concept based and allows for flexible pairing. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will be active participants in their learning by conducting effective research. Students will use critical thinking skills to locate essential information about the history of Thanksgiving. Students will have a choice of two leveled primary sources to analyze.

Resources Provided:

- [The Suppressed Speech of Wamsutta James](#)
- [Thanksgiving: A Native American View](#)
- Elements of A Persuasive Writing Piece



Lesson Plan 3 Template			
Content Area: Social Studies	Lesson Title: Genocide Convention of the U.N.	Time Frame:	42 minutes/3 days
Lesson Components			
<u>21st Century Themes</u>			
x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy x Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation x Critical Thinking and Problem Solving x Information Literacy ☐ Life and Career Skills x Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Communication Arts			
Integration of Technology: Laptops, OnCourse			
Equipment Needed: Laptops			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the phrase "crimes against humanity." - Be able to describe basic information about the Armenian Genocide and the trial of Soghomon Tehlirian. - Recognize that in 1921 there was no legal precedent for prosecuting perpetrators of crimes against humanity. - Gather information from primary and secondary sources. - Understand the concept of sovereignty as it applies to international law in general, and	Lesson Sequence Warm up: In the twentieth century, have more people died as: A) victims of war; or B) victims of violence perpetrated by their own government? Answer: B - In groups students will read the first part of Reading 1 from Totally Unofficial, "<u>Sovereignty cannot be conceived as the right to kill millions</u>". Groups will answer a series of guiding questions that accompany the text.	- Answers to comprehension questions. - Journal writings - Primary source analysis - Barometer discussion



crimes against humanity in particular. • Analyze the power of language and why Lemkin felt the need to invent a new word to describe crimes against humanity. • Understand what Lemkin meant by the term genocide. • Expand their knowledge of the United Nations Convention on the Prevention and Punishment of the Crime of Genocide. • Understand the limits of the Genocide Convention in stopping and preventing genocide. • Explore the politics of making change. • Gain basic background information about the genocide in Darfur. • Identify actions that can be taken to prevent and stop genocide. • Gather information from primary source documents (a United Nations treaty and a speech).	2. Review guide questions with students after they have finished reading. 3. Journal Entries: What are you thinking about after reading this piece? What questions, ideas, or concerns does this reading provoke? 4. Open a discussion by allowing volunteers to share what they wrote in their journals. 5. Students will read the second half of Reading 1, "Sovereignty cannot be conceived as the right to kill millions" and answer comprehension questions such as; Should another country (i.e. France, Saudi Arabia, China) be allowed to influence what happens in the United States? If so, when? 6. Review the Comprehension Questions as a class. 7. Next, students will do a barometer activity to help them understand the notion of sovereignty in international law. Post two signs in the room. On one side of the room, the sign should read "national sovereignty" on the other side of the room, the sign should read "foreign intervention". Explain to students that you will give them a scenario and that they should stand closest to the side of the	
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room that best represents their opinion about how the situation should be handled. Once students are in their spots, they will be asked to explain their placement decision.

Situation: A farmer owns a flock of chickens. He kills them. If students believe the farmer has the right to kill his chickens, they should stand on the side of the room that says "sovereignty." If they believe that someone should intervene to protect the chickens, they should stand on the side that reads "intervention." What if you knew the farmer was killing chickens in a particularly gruesome manner? Would that change where you are standing?

Slavery: Should the international community intervene if a nation is using people as slaves, or does a nation have the right to decide policies regarding slavery?

Mistreatment of prisoners of war: Should the international community intervene if a nation is mistreating prisoners of war, or do nations have the right to treat prisoners as they see fit?



Terrorism: Should the international community intervene if a nation is harboring terrorists or do nations have the right to decide how to handle terrorists?

Crimes against humanity and civilization: Should the international community intervene if they think another nation is committing crimes against humanity and civilization?

Debrief - Journal Entries -
Under what circumstances should nations be able to intervene in the affairs of another nation? Under what circumstances should a nation lose its sovereignty?

Genocide Convention - Students will complete a short reading about the convention and answer comprehension questions.

Class Review of Questions

Next, students will watch the 10-minute Rebecca Hamilton: Building a Permanent Anti-genocide Constituency.

Video Discussion Questions

Students will connect the material from this lesson to their own role as activists. One way to do this is to have students do a think, pair, share around the questions: "What



could students at this school do to prevent and stop genocide?" Consider the strategies Rebecca Hamilton suggests. Which ones might be appropriate and why?

Journal Entry - What else might students do to help prevent future genocide and/or stop current acts of genocide?

Differentiation:

Students will implement critical thinking skills to gain an understanding for the history of the U.N. Convention on Genocide and the some of the events that led to the convention. Students will have the ability to access materials through Oncourse and use the program's advanced features to make the documents more accessible. Students will use their understanding of genocide to make personal decisions with regard to the U.N.'s authority and role in preventing genocide going forward.

Resources Provided:

- Reading: "Sovereignty cannot be conceived as the right to kill millions"
- Reading: Excerpt from Axis Rule in Occupied Europe by Raphael Lemkin
- Reading: Article II of the United Nations Convention on the Prevention and Punishment of the Crime of Genocide
- Reading: United Nations Convention on the Prevention and Crime of Genocide
- Video: Rebecca Hamilton: Building a Permanent Anti-genocide Constituency



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Social Studies	Grade Level: 7	Unit Title: Holocaust and Genocide
Created: Sarah David and Devin Haggerty	Board Approved on:	



Unit Overview Template

Content Area:	Communication Arts	Grade Level:	7	Unit Title:	Holocaust & Genocide Education Integration
Unit Summary: This unit is designed to create awareness, provoke discussion, and inform students of the many factors that contributed to the Holocaust. More specifically, it will humanize the statistics of the Holocaust. During this unit, students will read fiction and non-fiction stories that discuss overcoming obstacles in the face of adversity. Students will conduct research to acquire background knowledge of the time period, as well as some of the events that preceded the Holocaust. They will also develop higher level thinking skills as they analyze their research and novels and complete a research based expository essay. By the end of this unit, students will develop sympathy, understand ethical dilemmas, and analyze decisions made by people on both sides of the Holocaust.					
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 unit is designed to place literature in a historical context, and bring awareness not only to the atrocities that have occurred in times of Holocaust and genocide, but also to create awareness of the power that students have in their thoughts, words, and actions- to assure that history does not repeat itself. Students will be able to examine various pieces of literature (nonfiction and historical fiction), and connect the elements found within the selections to history, as well as to contemporary civic responsibility.				
Career Readiness (Standard 9):	TECH.9.4.2.GCA.1, TECH.9.4.2.CI.1, TECH.9.4.2.IML.3, TECH.9.4.8.IML.12, TECH.9.4.8.GCA.1, TECH.9.4.8.GCA.2				

Learning Targets

Standards:	NJLSA.R1, NJLSA.R3, NJLSA.R4, NJLSA.R5, NJLSA.R6, NJLSA.R9, NJLSA.R10, NJLSA.W2, NJLSA.W9, NJLSA.W10, NJLSA.SL4, TECH.9.4.2.GCA.1, TECH.9.4.2.CI.1, TECH.9.4.2.IML.3, TECH.9.4.8.IML.12, TECH.9.4.8.GCA.1, TECH.9.4.8.GCA.2, SEL.PK-12.1.1, SEL.PK-12.3.1, SEL.PK-12.3.2
Content Statements:	Students will be able to review various informative and explanatory pieces presented in a variety of text selections and media excerpts, including fiction, nonfiction, and memoir/autobiographical narratives, to gather evidence and ultimately draw their own conclusions with regard to the unit's essential questions.
CPI#:	Cumulative Progress Indicator (CPI):
RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text



RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others
RI.7.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts
RI.7.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed
<i>RL.7.10</i>	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed
W.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures and text features
W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples
W.7.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic
W.7.2.E	Establish and maintain a formal style/academic style, approach, and form
W.7.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented
W.7.9.B	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims")
W.7.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation
TECH.9.4.2.GC A.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
TECH.9.4.2.CI. 1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).



TECH.9.4.2.IM L.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
TECH.9.4.8.IM L.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
TECH.9.4.8.GC A.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.GC A.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
6.1.5.CivicsDP. 2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.12.HistoryU P.11.b	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
6.1.5.HistoryUP .6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
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:

- CORE ESSENTIAL QUESTION: How can we overcome obstacles?
- How can people overcome adversity in the face of overwhelming obstacles?
- Are there any obstacles that are too difficult to overcome?
- How do people face challenges in order to overcome adversity?
- Why be “normal,” when you can be extraordinary?
- Can one dramatic moment change a person's life forever? Can that change be for the better?

Unit Enduring Understandings:

- How perseverance can lead to an improved quality of life, despite whatever obstacles one may face
- Evaluate one's self and set goals for progress in both academic and interpersonal arenas
- Understand how etymology can be used to predict definitions of unfamiliar vocabulary
- Compose an original explanatory piece
- Writing can and should be for the purposes of organizing and sharing ideas, reflecting on the human experience(s), and gathering evidence
- Work together to build on one another's ideas, and communicate with one another
- Learn to further incorporate a variety of audio, visuals, and text in digital multimedia presentations, and use those to enhance, rather than substitute for, one's oral presentation on any given topic



Unit Learning Targets:

Students will....

Be able to read and analyze informative texts

Be able to expand their knowledge and use of academic and concept vocabulary

Be able to use knowledge of etymology to predict meaning of unfamiliar vocabulary, and create a network related words

Be able to acquire and use accurately grade appropriate terms

Be able to write an informative essay to examine a topic and convey ideas

Be able to conduct research projects of various lengths to explore a topic and clarify meaning

Be able to demonstrate command of coordinate adjectives

Be able to collaborate with a team to build on the ideas of others, develop consensus, and communicate

Be able to integrate audio, visuals, and text in presentations



Evidence of Learning

Summative Assessment: 42 minute lessons/36 Days

Equipment Needed: Laptop, Projector, Consumable Text Workbook,
Pens/Pencils/Highlighters/Post-It Notes, Trade Novel(s)

Teacher Resources: myPerspectives Grade 7 Teacher's Edition, myPerspectives Online Resources
and Trainings, Trade Book Novels and their Corresponding Novel Guides and
Unit Materials

Formative Assessments:

- Open-response questions
- Ongoing Evidence Logs & Reading Annotation Guides
- Exit Card activities
- Reading Quizzes
- Small Group Projects
- Take-Home Assessments
- Argumentative writing prompts
- Speaking & Listening Presentations and Shared Inquiry Discussions
- Technology Based Presentations
- A/V Tasks



Lesson Plans

Lesson	Time Frame
Lesson 1 Noor Inayat Khan: Women Heroes of WWII	42 minutes/3-4 days
Lesson 2 Trade Book Thematic Connection (Boy in the Striped Pajamas/Letters from Rivka)	42 minutes/1 day
Lesson 3 Expository Writing	42 minutes/3 days

Teacher Notes:

These sample lessons have been taken from the Pearson Realize *myPerspectives* Curriculum, Unit Three ("Turning Points") and/or from our accompanying Trade Book supplemental units from Unit Five ("Facing Adversity"). Lessons can be modified at the teacher's (general ed. or special ed.) discretion, to best meet students' interests, performance ability, and/or applicable IEP's or 504 plans.

Curriculum Development Resources/Technology Resources:

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

www.pearsonrealize.com

www.etext.pearson.com

www.forward.com

www.youtube.com



Lesson Plan 1 Template					
Content Area:	Communication Arts	Lesson Title:	Noor Inayat Khan: Women Heroes of WWII	Time Frame:	3-4 days
Lesson Components					
<u>21st Century Themes</u>					
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy					
<u>21st Century Skills</u>					
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy					
Interdisciplinary Connections: Civic Education, History					
Integration of Technology: Use of Online Textbooks with multimedia components OnCourse Classroom (Assignment Posts, use of collaborative discussion blogs, Exit Card postings, etc.) Safari and/or Chrome for Internet-based Media					
Equipment Needed: Projector, Laptops, <i>MyPerspective</i> online textbook, Images for Gallery Walk, Online Websites, Online discussion questions posted in OnCourse					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define core academic and content vocabulary. - Interpret how words and phrases are used in a text. - Identify the thematic core of this unit. - Draw text to text and text to world connections. - Determine central ideas of a text. - Analyze and research to clarify meaning. - Employ discussion-based collaborative strategies.	Lesson Sequence Students will complete a gallery walk where they will look at images and vocabulary from WWII. Students will individually complete a KWL chart. After the student completes what they can in the gallery walk, he/she will individually consult https://encyclopedia.usmm.org/content/en/article/gestapo to define vocabulary from the gallery walk and read	- Think-Pair-Share - Teacher observations 3-2-1 exit card - Worksheet - Research short answer questions - Strategic questioning



- Integrate and evaluate content presented in diverse formats.

- small passages that will help further explain the images. Students will complete their KWL chart with what they have learned from the article/website. Students will meet in small groups to compare and discuss their charts. Students will choose a representative in their group to discuss their conclusions as a whole class.
2. Students will individually complete a first read of *Noor Inayat Kahn: Women Heroes of WWII*. Students will answer comprehension questions and share their answers with a partner (think-pair-share).
 3. Students will complete a second read of *Noor Inayat Kahn: Women Heroes of WWII*. Students will: Choose an unfamiliar detail from the selection. Briefly research that detail and answer: In what way does the information you learned shed light on an aspect of the biography? **or** Choose something from the text that interests you, and formulate a research question. Students will complete a 3-2-1 exit card (3 things you didn't know before, 2 things that were surprising, 1 thing that made an impact on you



personally) which will assess this text and provide a transition into the next lesson: *The Boy in the Striped Pajamas* novel.

Differentiation:

The gallery walk provides images for visual learners, movement for kinesthetic learners, and discussion for auditory learners. On days two and three, students will have the option of reading *or* listening to the biography online. The research assignment activity on days three and four offers two choices which are differentiated for ability level.

Resources Provided:

- <https://encyclopedia.ushmm.org/content/en/article/gestapo>
- Certain images will be selected from here:
<https://rarehistoricalphotos.com/holocaust-pictures/>



Lesson Plan 2 Template				
Content Area:	Communication Arts	Lesson Title:	Trade Book Thematic Connection Introduction	Time Frame: 1 day
Lesson Components				
<u>21st Century Themes</u>				
x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy x Civic Literacy ☐ Health Literacy				
<u>21st Century Skills</u>				
x Creativity and Innovation x Critical Thinking and Problem Solving x Information Literacy ☐ Life and Career Skills x Communication and Collaboration x Media Literacy x ICT Literacy				
Interdisciplinary Connections: History and Civics				
Integration of Technology: Laptop, Safari/Chrome				
Equipment Needed: Trade Novels (The Boy in the Striped Pajamas, Letters from Rivka, etc.)				

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define core academic and content vocabulary. - Interpret how words and phrases are used in a novel. - Identify the thematic core of the novel. - Draw text to text and text to world connections - Analyze poetry. - Create artwork that compares and contrasts themes and characters in the novel. - Integrate and evaluate content presented in diverse formats. - Write summaries.	Lesson Sequence - Students will be introduced to the novels chosen for this unit. - Teacher will explain the Totally Terrific Twelve Activity(student choice). - Students will choose a number of assignments from two categories (one which assesses knowledge and comprehension and one which requires application, analysis, and synthesis). - Assignments in this task include writing prompts, listing facts, discussion blogs, defining	- Student Choice Reporting (Benchmark Tasks) - Student Generated Questions - Discussion Blogs - Vocabulary D-D-U Activities



	vocabulary, creating posters, comparing and contrasting, and analyzing text and poetry. Students will choose from each category for a total of a 12-point value. Students will be required to choose from both categories to assess all levels of knowledge. 5. Students will create a portfolio of their assignments to either be presented to the class or to the teacher.	
Differentiation: Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis.		
Resources Provided: • Copies of the Trade Book Novels, as available • Laptops • Access to Audio Recordings and/or Audio Summaries (when applicable, as indicated on IEP) • “Top Twelve” Task Sheet • Recommended Links and Starter Articles for applicable choices		



Lesson Plan 3 Template					
Content Area:	Communication Arts	Lesson Title:	Expository Writing	Time Frame:	42 mins/3 days
Lesson Components					
<u>21st Century Themes</u>					
x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy					
x Civic Literacy ☐ Health Literacy					
<u>21st Century Skills</u>					
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy					
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy					
Interdisciplinary Connections: Interdisciplinary Connections will depend on the students' choice of writing focus and topic, as this end-of-year essay is very open ended. Essay topics may include, for example, connections to Scientific or Medical advancements, Citizenship & Government, or Psychology.					
Integration of Technology: Use of Online Textbooks with multimedia components OnCourse Classroom (Assignment Posts, use of collaborative discussion blogs, Exit Card postings, etc.) Safari and/or Chrome for Internet-based Student Research					
Equipment Needed: Novels Laptops Pen and Paper Evidence Logs and Focus Questions					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to reflect upon earlier ideas. - Be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information. - Be able to exercise the rules of formal writing	Lesson Sequence Concept Review: At the beginning of the unit, students articulated their ideas about how people can overcome overwhelming obstacles. Students will be asked to go back and review their Introductory Quick Write	- Brainstorming Maps & Essay Outlines - Student time on task and general participation - Rough Draft - Writer's Conference(s) - Peer Editing & Feedback Charts - Summative Assessment: Final Draft of an



• Be able to utilize all five parts of the writing process. • Be able to introduce a topic clearly, organize ideas and information, and support those ideas with relevant and credible evidence. • Be able to engage effectively in a range of collaborative discussions. • Be able to both offer and receive feedback on writing, and use that feedback to improve upon an initial draft.	2. Reflect: Have your ideas altered, or been modified, throughout the course of the unit? 3. Teacher will introduce writing task 4. Students will choose a topic and subsequently plan and outline their ideas, within the Holocaust and Genocide subject area 5. Students will use evidence gathered throughout the unit to draft and compose an explanatory essay in response to the following prompt: How can people overcome adversity in the face of overwhelming obstacles? 6. Peer Editing & Conferencing 7. Revise Original Draft to edit and compose final product	Originally Composed Explanatory Essay
Differentiation: Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis.		
Resources Provided: • Copies of the Consumable Text Workbook, as available • Laptops • Access to Audio Recordings and/or Audio Summaries (when applicable, as indicated on IEP) • Daily and/or Weekly Task Lists and Focus Questions • Evidence Logs & Any Other Applicable Worksheets/Activities • Peer Editing Feedback Chart • Writer's Checklist (posted in the Assignment Post with other Resources on OnCourse Classroom)		



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	Grade Level:	7	Unit Title:	Holocaust and Genocide Integration
Created:	Stephanie Hernandez and Jamie Gaughan		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.