

Springfield Public Schools
Springfield, New Jersey 07081

Holocaust
Grade 8

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:

Candice Schiano ~ Supervisor of Humanities

Joseph David ~ 8th Grade Social Studies Teacher

Alison Reynders ~ 8th Grade Social Studies Teacher

Jill Friedman ~ 8th Grade Communication Arts Teacher

Stephanie Hernandez ~ 8th Grade 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

Unit Overview Template

Content Area:	Social Studies	Grade Level:	8	Unit Title:	Holocaust
Unit Summary: Students will analyze and interpret the causes and effects of the Holocaust, and look for similarities between different genocidal events in history.					
Primary Interdisciplinary Connections: Communication Arts					
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 focus on the similarities and differences of the Holocaust and other acts of genocide throughout history.				
Career Readiness (Standard 9):	9.4.8.GCA.1, 9.4.8.CI.4, 9.4.8.IML.6, 9.4.8.IML.15				

Learning Targets

Standards:	SS 6.2 World History/Global Studies NJSLs English/Language Arts standards, NJSLs Technology standards, NJSLs Social Emotional Learning standards
Content Statements:	All students will acquire the knowledge and skills to think analytically about how the past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Students will integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. The students will also write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Additionally, all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
CPI#:	Cumulative Progress Indicator (CPI):
6.2.12.Civics PI.4.b	Assess government responses to incidents of ethnic cleansing and genocide.
6.2.12.History UP.11.b	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.

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9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.
RL.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
RL.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
L.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
RL.1	Cite the textual evidence and make relevant connections that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
RI. 7	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate awareness of the differences among individuals, groups, and others' cultural backgrounds

Evidence of Learning

Summative Assessment:	Unit Test, Textual Information Writing piece
Equipment Needed:	Laptops, Internet access, Microsoft Word program
Teacher Resources:	Laptops, textbook, notebook, and projector

Formative Assessments:

- Quizzes
- Exit cards
- Small group assignments
- Long-term writing assignment
- Open response questions

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Lesson Plans

Lesson	Time Frame
Lesson 1 Winning a Deadly War	2 days
Lesson 2 The Creation of Israel	3 days
Lesson 3 Holocaust Photography and Film as Historical Evidence	2 days

Teacher Notes:

Cross curricular unit - Social Studies lessons are designed to follow the Comm Arts unit on the Holocaust.

Curriculum Development Resources/Technology Resources:

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

<https://nj.pbslearningmedia.org/resource/sotj14.socst.world.zionismbalfourdeclaration/balfour/>

<https://nj.pbslearningmedia.org/resource/holocaust-photography-film-evidence-video/us-and-the-holocaust/kenburnsclassroom/>

<https://www.jewishvirtuallibrary.org/quot-auto-emancipation-quot-leon-pinsker>

<https://www.jewishvirtuallibrary.org/text-of-the-balfour-declaration>

https://www.youtube.com/watch?v=1iVQdjMg_Y4

Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Winning a Deadly War Time Frame: 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: Communication Arts

Integration of Technology: MyWorld Interactive

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss what made World War II the deadliest war in history. - Summarize and analyze primary sources and historical events for context and meaning.	Lesson Sequence - The students will detail the causes of the Holocaust in a graphic organizer. - The students will also use their <u>MyWorld Interactive</u> online textbook to view an interactive gallery titled <u>Holocaust Aftermath and Remembrance</u>. - The students will then complete an online assignment based on the interactive gallery. - The students will also read excerpts from their <u>MyWorld Interactive</u> online platform based on an interactive primary resource titled: <u>The Diary of a Young Girl, Anne Frank</u>	- Embedded questions in interactive gallery <u>Holocaust Aftermath and Remembrance</u> - Graphic organizer summarizing the causes of the Holocaust - Completion of the OnCourse assessment <u>The Holocaust</u>

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| | 5. The students will then complete an OnCourse assignment titled <u>The Holocaust</u> | |
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Differentiation:

leveled readings, thoughtful grouping

Resources Provided:

- Laptops
- MyWorld Interactive Online Platform
- Primary source documents
- Graphic organizer

Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Kitty Returns to Auschwitz Time Frame: 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: MyWorld Interactive

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to analyze why there was a need to create the nation of Israel. - Analyze a first person account of the Holocaust from a Holocaust survivor.	Lesson Sequence - Activity: Day 1 the students will watch an interview with Kitty Hart-Mixon. The interview takes place on the remains of the Nazi extermination camp in Auschwitz, Poland. - Kitty provides a first hand account to two teenage girls about the horrors of the camp. - The students will complete a graphic organizer detailing her story of events. - Summary: Why did the Holocaust happen? - Assessment: monitor student responses, prep for test, prep for DBQ.	- Check on “Do now” procedures - Exit cards - Monitor student responses

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Differentiation:

The lesson is concept based and allows for flexible grouping. Leveled readings can be provided as well as small group lessons with the teacher.

Resources Provided:

- Laptop
- Microsoft Word program

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Lesson Plan 3 Template

Content Area:	Social Studies	Lesson Title:	Holocaust: Photography and Film as Historical Evidence	Time Frame:	2 days
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Lesson Components

21st Century Themes

✕ Global Awareness ✕ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ Information Literacy

☐ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy ✕ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology:

<https://nj.pbslearningmedia.org/resource/holocaust-photography-film-evidence-video/us-and-the-holocaust/kenburnsclassroom/>

Equipment Needed: Laptops, textbooks, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss how photography is historical evidence. - Identify how visual imagery is used to interpret the events pertaining to the Holocaust. - Students will choose a word to summarize what they have seen.	Lesson Sequence - Ask students: Who takes photos and videos today? [everyone] Why do we do that? [to remember, to share, because it's fun, because it's easy] - Share a photo with the class. It can be anything—a previous class, a building, a pet. Teachers could also ask a student to share an image or preselect from images shared by students. - Ask: If someone 100 years from now were looking at this picture, and it was the only picture they had, what would they know	- Graphic organizer - Options: - Quote reflection - Design a Holocaust memorial - Search for articles and images of people suffering today - Class discussion

	about the people in the photo? About the place and setting? About the time period? 4. Why might they think you/we/I kept this picture? 5. Explain that you are going to be talking about photos and film taken by and of people who were murdered during the Holocaust. You will be exploring how photography and film can act as evidence of the Holocaust. 6. View clip 1 in the reel ('The Bland Family's Trip to Poland' 00:12-1:48) https://nj.pbslearningmedia.org/resource/holocaust-photography-film-evidence-video/us-and-the-holocaust/kenburnsclassroom/ 7. Either give students several minutes to answer the questions on the graphic organizer, then discuss as a class or review the questions as a class and ask students to record answers in their graphic organizer. 8. Instruct students to summarize this footage in one word. You can either choose from the list provided on the graphic organizer or brainstorm a new word as a class and vote on the word. Record the word where everyone can see it.	
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	9. Repeat this process for clips 2-5. Clip key: 1. The Bland Family's Trip to Poland: 00:12-1:48. ■ Clip description: In 1937, the Bland family of Chicago visited relatives in Suwalki, Poland. While there, they witnessed antisemitism in the town, and captured footage of a Jewish community that would soon disappear. 2. Polish Jews Deported from Germany: 2:01-3:29 ■ Clip description: Sol Messinger describes the arrest and deportation of his father and thousands of other Polish Jews in October 1938. This act, which led to Kristallnacht, emphasized the importance of having documentation and a home country for protection. 3. Individuals, not Statistics: 3:38-5:20 ■ Clip description: Writer Daniel Mendelsohn shares the fate of his father's cousin, who was a teenager when she was murdered in Nazi German-occupied Poland. A teenager in Lithuania in 1941 writes a postcard to ensure he will be remembered. 4. Mass killing at Auschwitz: 5:31-6:36 ■ Clip description: In spring 1944, hundreds of thousands of Hungarian Jews were deported to Auschwitz-Birkenau, where many were murdered. Some	
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	brave prisoners document the fate of the victims. 5. Liberation: 6:46-10:34 ■ Clip description: American troops document the newly-liberated concentration camps, and reflect on their own emotions regarding what they've seen. ● Summary: What can the photographs and footage teach us about the Holocaust? Included evidence from the documentary clips. ● What can the absence of photographs and footage teach us about the Holocaust? ● How can we commemorate events and people when we don't have photographs?	
Differentiation: The lesson is concept based and allows for flexible grouping. Leveled graphic organizers can be provided as well as small group lessons with the teacher.		
Resources Provided: ● Laptop ● Access to PBS website ● Promethean		

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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:	Comm Arts/SS	Grade Level:	8	Unit Title:	Holocaust
Created:	2023	Board Approved on:			

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Unit Overview Template

Content Area:	Communication Arts	Grade Level:	8	Unit Title:	The Holocaust
Unit Summary: <i>The Diary of Anne Frank, "Frank Family and World War II Timeline," & "Refugee"</i>					
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:	To evaluate how historical events, like The Holocaust, are represented in literature.				
Career Readiness (Standard 9):	TECH.9.4.8.CI.3, TECH.9.4.8.IML.4, TECH.9.4.8.IML.12				

Learning Targets

Standards:	NJSLSA.R10., NJSLSA.R3., NJSLSA.R6., NJSLSA.R7., NJSLSA.L4., NJSLSA.R1., NJSLSA.W2., SEL.PK-12.1.4, SEL.PK-12.3.1, SEL.PK-12.3.2, SEL.PK-12.4.1, SEL.PK-12.4.2, SEL.PK-12.4.3, SEL.PK-12.5.3, SEL.PK-12.5.5				
Content Statements:	• Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. • By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. • Assess how point of view or purpose shapes the content and style of a text. • Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. • Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.				

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	- Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. - Students apply digital tools to gather, evaluate, and use information.
CPI#:	Cumulative Progress Indicator (CPI):
RL.1	Cite the textual evidence and make relevant connections that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
RL.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
L.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
RI. 7	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
RI.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
SEL.PK-12.1. 4	Recognize the importance of self-confidence in handling daily tasks and challenges.
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.

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SEL.PK-12.4 .1	Develop, implement and model effective problem-solving, and critical thinking skills.
SEL.PK-12.4 .2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4 .3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5 .3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5 .5	Identify who, when, where, or how to seek help for oneself or others when needed
TECH.9.4.8.C I.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2)
TECH.9.4.8.I ML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
TECH.9.4.8.I ML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
6.2.12.History UP.11.b	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust

Unit Enduring Understandings:

- Literature can help us remember and honor the victims of the Holocaust.
- Primary sources and secondary sources should be used in conjunction with one another to blend historical facts with various perspectives.
- Society as a whole benefits from the courage and compassion of upstanders.

Unit Learning Targets:

Students will....

- Read, evaluate, and write informative essays.
- Incorporate standard English grammar conventions and usage in their own writing.
- Conduct online research to clarify and explore ideas.
- Compare online sources and evaluate their credibility.
- Incorporate audio, visuals, and text in presentations.

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Evidence of Learning

**Summative
Assessment:**

1 day

**Equipment
Needed:**

Apple MacBook computer, projector

Teacher

*my*Perspectives textbook and online resource

Resources:**Formative Assessments:**

- Selection tests
- Unit test
- Compare-and-contrast essay
- Informative report
- Explanatory multimedia presentation

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Lesson Plans

Lesson	Time Frame
Lesson 1 “The Diary of Anne Frank” Act I, Scene 1	3 days
Lesson 2 <i>Frank Family & World War II Timeline</i>	2 day
Lesson 3 <i>Refugee</i>	2 days
Teacher Notes: Cross curricular unit - Communication Arts lessons are designed to work in conjunction with the Social Studies unit on the Holocaust	
Curriculum Development Resources/Technology Resources: Click the links below to access additional resources used to design this unit: http://www.annefrank.org http://teacher.scholastic.com/frank/tscripts/miep.htm https://sfi.usc.edu/lessons/pyramid-hate https://www.ushmm.org	

Lesson Plan 1 Template

Content Area: Comm Arts Lesson Title: Anne Frank Time Frame: 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: Online timeline

Equipment Needed: *myPerspectives* online resource

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the reach of Nazi power in Europe. - Comprehend the setup of The Annex by viewing photographs and diagrams and reading stage directions. They will determine how the setup could cause potential conflict among the characters. - Annotate the text in regards to references of World War II. - Write a paragraph describing how Anne's life has changed since she went into hiding.	Lesson Sequence <u>Day 1</u> - Students will view a map of Nazi-occupied Europe (http://www.theholocaustexplained.org/ks3/the-final-solution/german-expansionism/german-occupation-of-europe/#.WEF4JaIrKuU) in order to understand why it was essential for the Franks to go into hiding. - Students will conduct online research to find out more events that led to the Holocaust and take notes on their findings. - Share information in small groups. <u>Day 2</u> - Students will review the character list. - Students will read Act I, Scene I. During reading, they will annotate the	- Notes based on research conducted online - Annotations of the script - Explanatory paragraph

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	text, specifically for descriptions of the Annex and references to World War II. <u>Day 3</u> 1. Students will recognize that Act I, Scene I takes place in the past. They will note lines that provide evidence for the time period. 2. Students will comprehend the dramatic convention of Anne's voice. 3. They will reread paragraph 30, and write an explanatory paragraph to explain how life has changed for Anne under the Nazis. What could she no longer do? What was her father asking her to do?	
Differentiation: • The audio version of the story and its summary are available as a supplement. • Students who need assistance prior to writing the paragraph will be supplied with a blank Venn diagram on which they will compare Anne's earlier life with her current status.		
Resources Provided: • Online map of Europe • Laptops for Internet research • <i>myPerspectives</i> online resource		

Lesson Plan 2 Template

Content Area: Comm Arts Lesson Title: *Frank Family and World War II Timeline* Time Frame: 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: World History, Civics

Integration of Technology: *my*Perspectives online resource, PowerPoint

Equipment Needed: laptop, *my*Perspectives textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the chronological summary of the past. - Review media vocabulary and use it to analyze the timeline. - Distinguish between primary and secondary sources. - Note specific events that took place towards the end of World War II. - Respond to the comprehension check. - Cite textual evidence to analyze the media. - Analyze how the text and the illustration combine to express the significance of the entry. - Choose a year in both timelines and determine what the entries suggest about the relationship between the experiences of the Frank family and	Lesson Sequence <u>Day 1</u> - Students will review Media Vocabulary and use it to analyze the timeline. - Students will distinguish between primary and secondary sources. - Students will read aloud the timeline. One student will read the Frank side and another will read the World War II side. - Students will respond to the Comprehension Check. <u>Day 2</u> - Students will cite textual evidence to analyze the media.	“Frank Family and World War II Timeline” Packet - PowerPoint Presentation

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the events of World War II. Research that same topic featured in the timeline and create a presentation that includes five points about the event as well as charts/photographs.	2. Students will analyze how the text and the illustration combine to express the significance of the entry. <u>Day 3</u> - Students will choose a year in both timelines and determine what the entries suggest about the relationship between the experiences of the Frank family and the events of World War II. - Students will research that same topic featured in the timeline and create a presentation that includes five points about the event as well as charts/photographs. - Students will present their research.	
Differentiation: - The audio version of the story and its summary are available as a supplement. - Students who need additional assistance citing textual evidence will be given possibilities to choose among. - Students who need extra help with the research portion will be given several websites to choose among.		
Resources Provided: “Frank Family and World War II Timeline” Packet “Frank Family and World War II” Text		

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

Lesson Plan 3 Template

Content Area: Communication Lesson Title: *Refugee* Time 2 days
Arts Frame:

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies: World History & Civics

Integration of Technology: laptop, *myPerspectives* online resources

Equipment Needed: laptop, *myPerspectives* textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: <u>Day 2:</u> - Review historical background related to the Holocaust. - Define refugee. - Identify specific conflicts experienced by refugees - Identify the main characters' names, countries of origin, and time periods for the novel, <i>Refugee</i>. - Identify Fidel Castro and Bashar al-Assad. - Identify what happened to the passengers on the St. Louis. - Analyze the role that Captain Schroeder played in regard to the Jewish passengers. - Examine various countries' reactions to the St. Louis scenario	Lesson Sequence <u>Day 1:</u> - Set up stations to gain background knowledge prior to reading <i>Refugee</i>. - Station 1: Watch "Ted Talk: What Does It Mean to be a Refugee?" & answer questions. - Station 2: Watch an interview with Alan Gratz that introduces the main characters of the novel. - Station 3: Watch "Fidel Castro Dead at Age 90" & answer questions. - Station 4: Watch "The War in Syria Explained in Five Minutes" & answer questions. - Exit question: List three facts that you learned today.	- Character Tracking - Ted Talk questions - Open-ended responses at stations - Comprehension questions based on article and video - Exit questions

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- Evaluate how a Holocaust survivor's interview enhances their understanding of the St. Louis experience.

Day 2:

1. Read the article, "The Voyage of the St. Louis" from *Facing History, Facing Ourselves*.
2. Answer comprehension questions.
3. Watch a video of a survivor who was on the St. Louis: "MS St. Louis Holocaust Survivor on Canada's Apology."
4. Exit question: How does the interview enhance the information provided in the article?

Differentiation:

- The audio version of the story and its summary are available as a supplement.
- Students who need additional assistance will be grouped to receive support.
- The compare/contrast paragraph can be differentiated based on how many points are being examined.

Resources Provided:

- *Refugee* by Alan Grantz
- Google Doc character tracking documents
- "MS St. Louis Holocaust Survivor on Canada's Apology."
-  MS St. Louis Holocaust survivor on Canada's apology
- www.facinghistory.org/resource-library/voyage-st-louis
- [Benedetta Berti and Evelien Borgman: What does it mean to be a refugee? | TED Talk](#)
- [Meet Alan Gratz, Author of Refugee](#)
- [Fidel Castro dead at age 90](#)
- [The war in Syria explained in five minutes](#)

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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:	Comm Arts/SS	Grade Level:	8	Unit Title:	Holocaust
Created:	2023	Board Approved on:			



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GLOBAL SKILLS**

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

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



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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

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



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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



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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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



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

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



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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.