



Springfield Public Schools
Springfield, New Jersey 07081

**LGBTQIA
& People with Disabilities
Grades 6-8**

Curriculum Guide

2026

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

*Springfield Board of Education
Approved July 27, 2026*

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: 21

Introduced By: Mrs. Gamarekian

Seconded By: Vice President Rinaldi

Adopted: July 27, 2026

Curriculum Adoption

To approve the following new and revised curriculum and courses for the 2026-2027 school year:

1. High School Courses

- a. AP Cybersecurity (new course)
- b. AP Business with Personal Finance (new course)
- c. AP Biology
- d. AP Chemistry
- e. AP Physics I
- f. PLTW Robotics and Automation
- g. PLTW Introduction to Engineering Design
- h. PLTW Principles of Engineering
- i. Biology
- j. Biology Honors
- k. Chemistry
- l. Chemistry Honors
- m. Conceptual Physics
- n. Physics
- o. Environmental Science
- p. Forensics
- q. Human Anatomy and Physiology
- r. Oceanography
- s. Science 8
- t. Molecular Biology Research Lab (new course)

2. Middle School Courses

- a. Science 6
- b. Science 7

3. Elementary School Courses

- a. Kindergarten Science
- b. Grade 1 Science
- c. Grade 2 Science

(continued)

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 27, 2026 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 28th day of July 2026.

SEAL



Michelle Calas
School Business Administrator/ Board Secretary



Springfield Public Schools Springfield, New Jersey

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

Ron Slate- FMG Principal

Candice Schiano- Supervisor of Humanities

Devin Haggerty- Social Studies Teacher

Sarah David- Social Studies Teacher

Alison Reynders- Social Studies Teacher

Joe David- Social Studies Teacher

Robert Thompson - Social Studies Teacher



Unit Overview Template

Content Area:	Social Studies	Grade Level:	6	Unit Title:	Development of Cities
Unit Summary: Students will explore the rise of early civilizations as humans transitioned from small villages to thriving cities across Africa, Europe, and Asia. By comparing city life to rural life, students will discover how these urban centers became 'melting pots' where different cultures met and blended through trade and travel. Finally, students will connect the past to the present by comparing the structure of ancient cities to the towns and cities they live in today.					
Primary Interdisciplinary Connections: ELA					
<u>21st Century Themes</u> ☒ 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 explores the dramatic transition of human life from small, nomadic groups to the first thriving cities across the globe. Students will investigate the geographic 'must-haves' for early settlements—like water and fertile soil—and analyze how these urban centers became vibrant hubs of cultural diversity. By comparing ancient city life in places like Mesopotamia and the Indus Valley to our modern world, students will discover the enduring patterns of how humans live, work, and build communities together."				
Career Readiness (Standard 9): 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of agencies to a local or global problem. 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.					
Career Development: 9.2.8.CAP.4: Explain how an individual's online behavior may impact opportunities for employment or advancement 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.					

Learning Targets

Standards:

NJ Student Learning Standards: Social Studies- SOC.6.1.8

NJ Student Learning Standards: Language Arts- LA.6.RL

NJ Student Learning Standards: Career Readiness, Life Literacies, and Key Skills: 9.1.8

New Jersey Social and Emotional Learning - SEL.PK-12.1-5

Content Statements:

Social Studies: All students will acquire the knowledge and skills to think analytically and systematically about how 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.



Language Arts: Reading Literature Text for key ideas and details, craft and structure, and integration of knowledge and ideas.

Career Readiness / Life Literacies: Awareness of an appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Digital Citizenship / Technology Literacy: Use technology to enhance productivity, increase collaboration and communicate effectively.

Social and Emotional Learning: Self awareness, self monitoring, Responsible Decision Making

CPI#:	Cumulative Progress Indicator (CPI):
<i>NJSLS- Social Studies - 2020</i>	
6.2.8.GeoPP.1.b	Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
6.2.8.HISSE.1.A	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
6.2.8.GeoHE.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
6.2.8.HISCC.2.B	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.CivicsHR.3.a	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.HisCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.GeoHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.HistoryCC.4.f	Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
6.3.8.CIVICHR.1	Construct an argument as to the source of human rights and how they are best protected.
<i>NJSLS- Language Arts - 2023</i>	
RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.



RI.CI.6.2	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RI.MR.6.6	Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
RI.CT.6.8	Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.
SL.PE.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.II.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
W.AW.6.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.

NJSLS- Career Readiness, Life Literacies, and Key Skills - 2020

9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

New Jersey Social and Emotional Learning- 2020

SEL.PK-1.2.1.1	Recognize one's feelings and thoughts
SEL.PK-1.2.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-1.2.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds

Unit Essential Questions:

- How, when, and why do cities throughout the ancient world form?
- What commonalities develop throughout the lives of people living in ancient cities?
- How is the LGBTQ community represented in the ancient world?
- Why do cities become "centers of diversity"?
- What is the role of government leaders in the acceptance of people's differences?
- What are gender roles and stereotypes?
- How and why did civilizations handle gender roles and norms differently?
- How are people with disabilities treated and portrayed throughout history?



Unit Enduring Understandings:

- Students will realize how cities develop into centers of cultural diversity.
- Students will analyze how gender roles and norms have changed over time.
- Students will discuss how disabilities and the rights of people with disabilities have progressed throughout history.
- Students will formulate their own opinion and support it with evidence on the inclusion and rights of the LGBTQ community throughout history.
- Students will reflect on how the make-up and design of ancient cities are similar to modern cities.

Unit Learning Targets:

Students will....

- Compare and contrast differences in ancient life to modern life.
- Differentiate between the role men, women, children, and elders have in societies (then and now).
- Discuss and formulate an opinion on the rights of people throughout history.

Evidence of Learning

Summative Assessment:

1 day / per unit

Equipment Needed:

History of Our World: The Early Ages, Projector, iPads, Google Classroom

Teacher

History of Our World: The Early Ages, Google Classroom, Clever Login,

Resources:

Google Drive

Formative Assessments:

- Writing Assignments
- Discussion based questions
- Google Drive - Google Forms / Slides



Lesson Plans

Lesson	Time Frame
Lesson 1 Development of Cities and a Culture of Acceptance in Cities	2-3 hours/ 2-3 days
Lesson 2 Gender Roles in Ancient Civilizations	2 hours/ 2 day
Lesson 3 People with Disabilities in Ancient Civilizations	1 hours/ 1 day

Teacher Notes:

Throughout each unit, students will examine the diverse lived experiences of individuals within the LGBTQIA+ and disabled communities across various historical contexts. By analyzing the social structures of ancient civilizations, students will identify how different cultures defined 'inclusion' and 'rights.' This comparative study connects ancient social hierarchies to modern-day human rights movements, challenging students to evaluate how societies have historically marginalized or empowered specific populations and how those struggles for agency continue to evolve today.

Curriculum Development Resources/Technology Resources:

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

Organizations

<https://www.gardenstateequality.org/>

<https://gsanetwork.org>

<https://www.hrc.org>

Online Resources

https://www.huffpost.com/entry/famous-people-with-disabilities_n_4142930

<https://www.advocate.com/people/2017/9/29/31-lgbt-leaders-world-history>

Text Resource

The Book of Pride: LGBTQ Heroes Who Changed the World by Mason Funk

LGBTQ Social Movements by Lisa M. Stulberg



Lesson Plan 1 Template

Content Area:	Social Studies	Grade Level: 6	Lesson Title: Development of Cities and a Culture of Acceptance in Cities	Time Frame:	2-3 Lessons
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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: Textual analysis/citing evidence from primary and secondary sources.
Technology: Using and applying technology successfully to navigate various resources.

Integration of Technology:

Laptop w/ Projector, Google Slides, Google Classroom, Google Forms (survey)

Equipment Needed:

History of Our World: The Early Ages
 Projector
 iPads
 Google Classroom

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: 1. Compare and contrast ancient cities to modern cities 2. Analyze how cities develop into centers of diversity 3. Discuss the role of men, women, and children throughout ancient cities	Lesson Sequence: 1. Students will begin analyzing and reviewing the growth and development of cities. Guiding questions: How do humans migrate throughout the world? What do cities have in common? Compare/Contrast ancient cities to new cities in the USA. 2. Day 1: Students will be broken into groups. Each group will be provided a short reading with primary and secondary sources on a different ancient	Google Form will be used to take a quick survey after each lesson to assess student comprehension of the topics covered.



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|--|---|--|
| | <p>city. Students will complete a guided note sheet reflecting on the following: Geography of city, culture of city, grouping of people, gender roles.</p> <ol style="list-style-type: none">3. Students will share their findings with the class. The teacher will chart the findings on a master list.4. Day 2: Students will be broken into new groups. Each group will be provided a short reading with primary and secondary sources on a different modern city (worldwide). Students will complete a guided note sheet reflecting on the following: Geography of city, culture of city, grouping of people, gender roles.5. The teacher will then discuss and create a master compare/contrast diagram of ancient vs. modern cities. Discussion topics: Geographical locations of cities, culture, cultural blending in cities, cultural acceptance.6. Students will complete a brief formative assessment reflecting on the essential questions of the lesson.7. Day 3: Students will complete a mini-diagram in Google Slides or PowerPoint comparing an ancient city to a modern city. | <ul style="list-style-type: none">• Venn Diagram comparing characteristics of old and new cities |
|--|---|--|

Differentiation:

Allowing students to visually analyze and read text aloud together will allow students of all learning types to review the different texts. Students will be permitted to work in small groups. Images, text, and video will be used throughout the lesson, as well as auditory reflection and discussion. In addition, m.socrative.com will be used to allow all students to personally answer the teacher.

Resources Provided:

- *History of Our Worlds: The Early Ages* - Units 1- 4
- Google Classroom Assignments - "Culture in Ancient Cities"



Lesson Plan 2 Template

Content Area:	Social Studies	Grade Level:	Lesson Title:	Time	2 hours/ 2
		6	Gender Roles in Ancient Civilizations	Frame:	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: Textual analysis/citing evidence from primary and secondary sources; Determine a theme or central idea of a text; provide a summary of a text distinct from personal opinions;

Technology: Using and applying technology successfully to navigate various resources; assess the credibility of digital resources

Integration of Technology: Laptop w/ Projector, Google Slides, Google Classroom, Google Forms (survey)

Equipment Needed:

History of Our World: The Early Ages

Clever

Projector

iPads

Google Classroom

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Compare and contrast the role of men, women, children, and elders amongst the River Valley Civilizations. - Analyze "societal norms" developed for genders in the River Valley Civilizations.	Lesson Sequence Students will begin analyzing and reviewing the role of men, women, children, and elders in a variety of River Valley Civilizations. Students will begin completing an Organizational T-Chart for Stone Age,	- Google Form will be used to take a quick survey after each lesson to assess student comprehension of the topics covered. - Google Classroom Assignment will be submitted to track students' focus,



- Discuss the evolution of gender roles and norms in the United States today.

Mesopotamia, Egypt, Indus River Valley civilizations Guiding questions: How do civilizations create gender norms? How does this influence our stereotypes or gender norms today?

Day 1: Lesson will begin with the teacher reviewing each of the civilizations to fill in the T-Chart on Gender Roles. The goal will be for students to reflect and fill in as much of the chart as possible. Students will then be broken into groups. Each group will be provided a short reading with primary and secondary sources on a different ancient civilization. Students will complete a guided note sheet.

2. Students will share their findings with the class. Teacher will add additional findings to the chart
3. Teacher will review and compare and contrast

Day 2: Students will reflect on the gender roles of each civilization. Then the teacher will begin to discuss gender roles in the United States today. Topics to consider: Jobs, homelife, government, education.

4. Students will have a guided discussion on overcoming gender roles and societal norms. Examples will be shown and discussed.

comprehension, and participation during guided discussion.



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Guided Discussion: Do you think there is a difference in the effects of gender roles in males and females? Do you believe that there are any gender roles that people should be taught to follow? Do you think that the way that a person is raised can affect their gender identity? Why do you think obviously incorrect gender stereotypes, like that all girls like pink, remain in society?

Differentiation:

Allowing students to visually analyze and read text aloud together will allow students of all learning types to review the different texts. Students will be permitted to work in small groups. Images, text, and video will be used throughout the lesson, as well as auditory reflection and discussion.

Resources Provided:

- *History of Our Worlds: The Early Ages* - Units 1- 4
- Google Classroom Assignments - "Gender Roles in the River Valley's"



Lesson Plan 3 Template

Content Area:	Social Studies	Grade Level	Lesson Title:	Time	1 hour/ 1 day
		6	People with Disabilities in Ancient Civilizations	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:

Communication Arts: Textual analysis / citing evidence from primary and secondary sources; Determine a theme or central idea of a text; provide a summary of a text distinct from personal opinions;

Math- Using specific measurements to design cities with typical characteristics, buildings, and designated areas for people with disabilities.

Integration of Technology:

Laptop w/ Projector, Google Slides, Google Classroom, Google Forms (survey)

Equipment Needed: iPad, projector, large poster board, rulers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain how people with achondroplasia were well respected in Ancient Egypt. - Conclude how the Old Testament encouraged people to protect and help those with disabilities because all people were created in the image of God. - Decide if the ancient Greeks agreed with infanticide.	Lesson Sequence - View Egyptian hieroglyphics and explain how people with disabilities were depicted through art. - Read a portion of the Torah and conclude how Jewish people created laws that encouraged Jews to protect those with disabilities. Also identify how it was one way Jews could get into heaven.	- Do Now/Blog - T-Chart - Reflection - Blueprints of the design/layout of the city



- Demonstrate how the Celts believed in individual rights and the protection of the disabled.

3. Review archaeological finds of bones found at the base of a mountain. Decide if Spartans used to throw disabled babies over the edge as famous Greek authors depicted.
4. Examine a Celtic village and determine how many sections each tribe broke their village into. Identify that one of the sections was for the poor, weak, and disabled Celts.

Differentiation:

Allowing students to visually analyze and read text aloud together will allow students of all learning types to review the different texts. Students will be permitted to work in small groups. Images, text, and video will be used throughout the lesson, as well as auditory reflection and discussion.

Resources Provided:

- *History of Our Worlds: The Early Ages* - Units 1- 4
- Google Classroom Assignments - "Understanding Disabilities in Ancient Cities"



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:	6	Unit Title:	Ancient World Civilizations
Created:	Alison Reynders, Devin Haggerty		Board Approved on:		



Unit Overview Template

Content Area: Social Studies	Grade Level: 7	Unit Title: LGBTQIA+
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Unit Summary: This unit examines the persistent pursuit of equity through the lived experiences and activism of the LGBTQIA+ and Americans with disabilities communities. Students will analyze the landmark legislation and grassroots movements that have expanded the American promise of inclusion. By investigating the evolution of civil rights and the power of inclusive language, students will evaluate the impact of prejudice. Ultimately, this unit empowers students to act as informed advocates, equipped with the tools to challenge bias and contribute to a more just and representative society.

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: Ensure that all students have an inclusive and safe classroom and school environment to attend, one that promotes diversity and empowers students to make positive changes in society.

Career Readiness (Standard 9): Career Readiness, Life Literacies, and Key Skills

9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.

9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).

9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.



Learning Targets

Standards: NJSLS-Career Readiness, Life Literacies, and Key Skills

9.1.8.FP- An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being.

9.1.8.CR- Individuals can use their talents, resources and abilities to give back.

Standards: NJSLS-Technology

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standards: NJSLS-Social Studies

SOC.6.1.-America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

SOC.6.3. Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Standards: NJSLS-English Language Arts

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

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

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.



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

Standards: NJSLS-Social Emotional Competencies

SEL-PK.12.1-Self Awareness: Recognize one's feelings and thoughts.

SEL-PK.12.3-Social Awareness: Recognize and identify the thoughts, feelings and perspectives of others.

Content Statements:

In 7th grade, the study of civics and history centers on the complex interplay between individuals, institutions, and the digital landscape. Students analyze how the American governmental framework—a deliberate architecture of checks and balances—strives to reconcile the competing ideals of individual liberty and social equality while ensuring that fundamental rights, rooted in the inherent dignity of the person, are protected from institutional overreach. This intellectual journey requires sophisticated digital fluency, where learners strategically utilize specialized tools to evaluate source credibility and synthesize multi-modal data into innovative, evidence-based solutions. As emerging participants in the social contract, students are challenged to leverage their personal agency and economic reasoning to address systemic global challenges, recognizing that the sustainability of a democratic republic relies on a citizenry capable of civil, empathetic discourse and the disciplined allocation of scarce resources to achieve equitable policy outcomes.

CPI#: Cumulative Progress Indicator (CPI):

NJSLS- Career Readiness, Life Literacies, and Key Skills - 2020

9.1.8.FP.1	Describe the impact of personal values on various financial scenarios.
9.1.8.FP.2	Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
9.1.8.FP.3	Explain how self-regulation is important to managing money. (e.g., delayed gratification, impulse buying, peer pressure, etc.)
9.1.8.FP.4	Analyze how familial and cultural values influence savings rates, spending and other financial decisions.
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.4.8.IML.1 4	Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.IML.1 5	Explain ways that individuals may experience the same media message differently.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).



NJSLS- Social Studies - 2020

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.History CC.4.d	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
6.3.8.Civics. HR.1	Construct an argument as to the source of human rights and how they are best protected.
6.3.8.Economics T.1	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
6.3.8.Civics DP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
6.3.8.Civics DP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
6.3.8.Economics T.2	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).
6.3.8.Civics PR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
6.3.8.Civics PR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
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.

NJSLS- Language Arts - 2023

RI.MF.7.6	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.AA.7.7	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.CT.7.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RL.CR.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.
RL.CI.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.



W.IW.7.2	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension..
W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

New Jersey Social and Emotional Learning- 2020

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:

- How has the American Dream become more achievable for disenfranchised groups such as the LGBTQIA+ community?
- How can we make our school environment more inclusive?
- Why is it important to fight for social change?

Unit Enduring Understandings:

- A democracy will only work if its citizens are active participants in its social, political and cultural evolution.
- It is important to be an informed citizen that analyzes issues from multiple, diverse viewpoints.

Unit Learning Targets:

Students will....

- Students will realize that they can use their voice to bring about change they want to see in America.
- Students will analyze how citizens have used their voice to fight for civil rights in America.
- Students will see how public policy decisions put in place over the last two centuries have contributed to the racism still prevalent in parts of American society today.
- Students will be empowered to become active participants in influencing public policy on the local and state level of government.



Evidence of Learning

Summative Assessment:	Unit Test, American Dream Project, FMG Field Day Project
Equipment Needed:	iPads, Google Classroom
Teacher Resources:	A More Inclusive FMG Field Day Task Sheet and Rubric American Dream Task Sheet and Rubric T-Charts iReady-Informational Text Student Resources EdPuzzle NearPod Canva

Formative Assessments:

- Writing Assignments
- Informational Text Analysis
- Class Discussions
- Student Reflection(s)



Lesson Plans

Lesson	Time Frame
Lesson 1 The American Dream	42 minutes/3 days
Lesson 2 Legalization of Same-Sex Marriage in America	42 minutes/2-3 days
Lesson 3 The ADA	42 minutes/ 2 days

Teacher Notes:

Lessons may be modified to meet the needs of all learners.

Curriculum Development Resources/Technology Resources:

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

<https://www.pbs.org/newshour/extra/lessons-plans/constitutional-amendments-and-gay-marriage/>

<https://www.specialolympics.org/about/our-mission>

<https://www.gapminder.org/dollar-street>

<https://www.oyez.org/>



Lesson Plan 1 Template

Content Area:	Social Studies	Lesson Title:	The American Dream	Time Frame:	42 minutes/3 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: Language Arts

Integration of Technology: iPads

Equipment Needed: Laptops, Newline or Prometheon board

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the evolution of the American Dream. - Identify what influences the goals we set for ourselves. - Explain push factors that led to increased immigration to the United States throughout the 1800's and 1900's. - Evaluate the contributions of Hispanic American immigrants and LGBTQIA+ immigrants to American society. - Explore Lina's story-discuss what "pushed" her out of Russia and "pulled" her to America.	Lesson Sequence - DO NOW: Complete "Why U.S." blog on Google Classroom. Why are so many immigrants drawn to the United States? - Class Discussion: The American Dream-Class Discussion (review "Mosaic" notes on Google Classroom). What is a Mosaic? Small tiles of different shapes, sizes and colors, fit together to create a whole picture. The American Mosaic Melting Pot-what we used to be: Reflects the idea that people (immigrants: people who move from one country to make their home in another) came here and melted into American society, giving up their heritage. Salad Bowl-what we are today: Each ethnic group remains distinct, adds to American	- Blog Responses - Exit Cards - American Dream Task Sheet - American Dream Rubric



- Describe the values that unite us as a nation.
- Identify elements of their American Dream and come up with a plan to achieve it.

society instead of assimilating (absorbing) into it.

Who Are Americans?

America's 5 Major Ethnic Groups

European Americans- (first immigrants to the land that became the U.S.)

Wanted religious and political freedom and business opportunities.

Make up the largest segment of our population (it is believed this will change after the 2020 census)

II. Hispanic Americans-form the largest language minority in the United States

As America expanded in the 1800's it included areas that were originally settled by the Spanish: Florida, Texas, California, etc., their residents became citizens.

They didn't "cross the border" the "border crossed them".

III. African Americans- (unlike other immigrant groups African Americans did not come here voluntarily)

Slavery ended in 1865 (13th amendment) there is still a struggle for equality.

Discrimination: unfair treatment of a group of people, included-barred from voting, from attending schools and living in certain neighborhoods.

Discrimination is the result of racism: belief that one race is superior to another.

IV. Asian Americans-(came in the 1800's during the California Gold Rush)



Became successful business owners, miners, fisherman. The success of Asian immigrants led to resentment.

Exclusion Laws were passed in 1882-prohibited any further immigration from China and Japan. (not repealed until 1952)

Discuss why Asians settled the West Coast and Europeans the East Coast-Geography

V. Native Americans- (not an immigrant group, lived in North America for thousands of years before European Explorers)

European settlement had a huge impact on Native American population. Europeans took land, brought new diseases.

The population loses thousands and is almost wiped out.

Native Americans only make up 2% of the American population today.

VI. Why Do People Come Here? -They are chasing the American Dream

The American Dream Centers Around Three Core Beliefs/Values

Discuss: What is the difference between a belief and a value?

Beliefs-certain ideas that we trust are true.
Values- standards of behavior.
Both vary by individual.

The American Dream-is deeply rooted in the belief of equal respect-all people deserve the same chance to realize their full potential and contribute their talents and ideas to society.



The American Dream Centers Around Three Core Beliefs/Values

Equality-Condition of permitting everyone the same rights and opportunities.

Opportunities may be limited by skill or ability.

Freedom-Ability to make choices.

One person's freedom may be limited when it has a negative impact on other people.

Justice-Fairness

Justice does not require that everyone be treated the same-it requires they be treated fairly according to their individual circumstances.

Analyzing the Evolution of the American Dream, with the help of Lina, Fievel, Alicia Keys, Neil Diamond, and the cast of Hamilton.

(PowerPoint)
<https://drive.google.com/file/d/16u69jePndv7JfZ9aCvNYz-ToqYVmxKPE/view?usp=sharing>

Lina's Story-<https://www.youtube.com/watch?v=1vVFUIXPeuE&feature=youtu.be>

Why did Lina want to come to the United States?

How are people in the LGTBQ community treated in Russia?

Why would a country like the United States be a draw to LGBTQ people?

Fievel Goes West- (2:15 video clip):
 What is their impression of America? No cats in America, streets are paved with cheese=ideal life for mice.



How does it compare to their homeland of Russia? Life is hard, cats everywhere (one ate his uncle), no food.

Is their perception of America accurate? Life is not quite that easy here but there is the opportunity to have a better life. If you work hard you can achieve your dream.

Neil Diamond-America (song 4:17):
 We've been traveling far=people immigrate from all over the world

Without a home, But not without a star=America as a beacon of light in the world

Free, Only want to be free=Americans have more rights/freedoms than any other citizenry in the world.

We huddle close, Hang on to a dream=Dream of a better life

Got a dream they've come to share=America was built by immigrants who bring their own talents/cultures to our society

Alicia Keys-Empire State of Mind (song 4:37):
 Analyzing the lyrics

Welcome to the Melting Pot=many cultures
 Make it here you can make it
 anywhere=streets of NY are full of opportunity
 but nothing is guaranteed, you have to work hard

Concrete jungle where dreams are made=urban land of opportunity

Lights will inspire you=Big Apple/Big Dreams

Lights can be blinding, step out of bounds
 quick=a lot of temptation, you need to be smart



Don't bite the apple=reference to Eve in the Bible, do not give in to temptation-stay focused

Hamilton-Wrote My Way Out (video clip 4:10)

I wrote my way out=Used talent to write to change their circumstances

When the world turned its back on me=nothing is handed to people

I was up against the wall=not many choices, life was tough

I had no foundation=no one to look to

No friends and no family to catch my fall=on their own

Running on empty, with nothing left in me but doubt will things get better?

I picked up a pen And wrote my way out (I wrote my way out) =found a way out, did not let the obstacles, challenges defeat him, found a way, worked hard, utilized talents and found a way out

Discuss: How does each artist describe the American Dream? Has it evolved over time? What is the stereotypical American Dream?

Identify your own American Dream.

Start "My American Dream" Project: Dreams, goals, plans...every person envisions a future for themselves. These dreams are products of upbringing, background, history, environment, personality and experiences. What are your dreams and goals? What is your American Dream?



Directions: You are going to create a dream bubble and fill it with your goals, plans, and dreams. You may use pictures from a magazine, newspaper, the internet, or draw them by hand.

Task Sheet:

1. What are the elements of your American Dream?
2. Why have you included these specific items?
3. Is there anything you did not include? If so, why did you leave this out?
4. How does your American Dream compare to the stereotypical one?
5. Create a plan-how can you achieve your dream?

Differentiation:

The lesson is conceptually based and allows for a lot of student choice. Students can access material either by researching on their own or utilizing the resource table on Google Classroom. Students will be active participants in their learning by identifying goals that they have for their lives. Students will have various resources available to them to evaluate immigration patterns throughout U.S. history. Students will be able to choose a social justice issue (based on interest) in the United States and how rights that have stemmed from social movements in the country can be contributing “push” and “pull” factors in immigration.

Resources Provided:

- <https://www.youtube.com/watch?v=1vVFULXPuE&feature=youtu.be>
- <https://www.pewsocialtrends.org/2013/06/13/a-survey-of-lgbt-americans/>



Lesson Plan 2 Template

Content Area:	7th Social Studies	Lesson Title:	Legalization of Same Sex Marriage in the U.S.	Time Frame:	42 minutes/2-3 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: iPads

Equipment Needed: Google Slides, Google Docs

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the decision making process of the United States Supreme Court using the ruling on same-sex marriage in the United States. - Discuss federalism and how the issue of same-sex marriage was handled by various state governments. - Compare and contrast the rulings in the <i>Loving v. Virginia</i> the <i>Obergefell v. Hodges</i> Supreme Court rulings.	Lesson Sequence - Do Now/Blog: Identify a time in your life when you were not able to do something that you wanted to do. What prevented you from doing it? Were others able to do it? How did this make you feel? - Review Background Knowledge: In recent history, the United States has been embroiled in a debate over whether there should be an amendment to the Constitution that would define marriage as the legal union between a	- Do Now/Blog - T-Chart - Reflection



man and a woman. This debate is a direct result of the decision by some state courts that same-sex couples cannot be denied the benefits and recognition of a legal marriage.

In 1996, President Clinton signed the Defense of Marriage Act, which defines marriage to be a “legal union between one man and one woman.” The Supreme Court struck down a part of DOMA in the case *Windsor v. U.S.* in 2013, stating that states had to recognize same-sex marriages that were performed in parts of the country where they were legal. Now, they will be recognized in all 50 states.

3. In small groups have students analyze the following timeline regarding the evolution of same-sex marriage equality in the United States:

<https://www.pbs.org/newshour/extra/2015/06/timeline-of-same-sex-marriage-laws-class-resource/>

What trends do you see?
What/when are the most significant changes?



4. Compare and Contrast the *Loving v. Virginia* and *Obergefell v. Hodges* Supreme Court cases.
Facts of the case: *Loving v. Virginia*

In 1958, two residents of Virginia, Mildred Jeter, a black woman, and Richard Loving, a white man, were married in the District of Columbia. The Lovings returned to Virginia shortly thereafter. The couple was then charged with violating the state's antismiscegenation statute, which banned inter-racial marriages. The Lovings were found guilty and sentenced to a year in jail (the trial judge agreed to suspend the sentence if the Lovings would leave Virginia and not return for 25 years).

Facts of the case:
Obergefell v. Hodges

Groups of same-sex couples sued their relevant state agencies in Ohio, Michigan, Kentucky, and Tennessee to challenge the constitutionality of those states' bans on same-sex marriage or refusal to recognize legal same-sex marriages that occurred in jurisdictions that provided for such marriages. The plaintiffs



in each case argued that the states' statutes violated the Equal Protection Clause and Due Process Clause of the Fourteenth Amendment, and one group of plaintiffs also brought claims under the Civil Rights Act. In all the cases, the trial court found in favor of the plaintiffs. The U.S. Court of Appeals for the Sixth Circuit reversed and held that the states' bans on same-sex marriage and refusal to recognize marriages performed in other states did not violate the couples' Fourteenth Amendment rights to equal protection and due process.

Class Discussion Questions:

How did each of these cases contribute to marriage equality in the United States?

5. Reflection (homework):
Based on what we have discussed in class today and what you have learned regarding the fight for equality in the LGBTQ community-what obstacles do members of the community face in society today? How can these obstacles be overcome?

Differentiation:

The lesson is conceptually based and allows for a lot of student expression. Students can access material either by researching on their own or utilizing the resource table on Google Classroom. Students will be active participants in their learning by analyzing different Supreme Court cases using



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leveled resources. Students will present multiple (possibly differing) perspectives regarding the issue of same-sex marriage in America. Students will be able to explain what they feel should be done regarding obstacles the LGBTQIA+ community faces in society today and how they can be active participants in the continued evolution of equality for the LGBTQIA+ community.

Resources Provided:

- <https://www.oyez.org/cases/1966/395>
- <https://www.oyez.org/cases/1966/395>
- <https://www.pbs.org/newshour/extra/app/uploads/2015/06/Timeline-of-Same-Sex-Marriage-Laws-Student-Handout.pdf>
- <https://www.pbs.org/newshour/extra/2015/06/timeline-of-same-sex-marriage-laws-class-resource/>



Lesson Plan 3 Template

Content Area:	7th Social Studies	Lesson Title:	The Americans With Disabilities Act	Time Frame:	42 Minutes/2-3 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, Technology, Social-Emotional Learning

Integration of Technology: iPads, EdPuzzle/NearPod

Equipment Needed: Laptops, EdPuzzle

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Reflect on their perceptions of disabilities and gain increased understanding. • Students will complete a challenging task and relate the experience to the frustrations and feelings that those with disabilities often face daily. • Student groups will learn about disabilities and revisit their initial perceptions to see if and how they've changed. • Gain an understanding of social inclusion and will look at the inclusiveness of formal and informal settings in their school.	Lesson Sequence 1. As students enter the room, challenge them to translate the following quote: (2 minutes) Translate the following Latin phrase into English: aut viam inveniam aut faciam. [Answer: Either I shall find a way or I will make one.] After a few minutes of trying, discreetly distribute answer sheets to some students but not others. Once someone has offered the correct answer for each problem, ask: •How did the exercise make you feel? •Did you sincerely try to complete the challenge? • For those that did not get the answer sheets, did it increase your frustration when other groups got the answer and you didn't?	• Quote Analysis • Perception vs. Fact Class Discussion • Poll Responses



- Tell students that these feelings will serve as a springboard for the rest of the activity.

2. After completing the activity, ask students to express the first thing that comes to mind when you say the phrase, “disability.” Discuss students’ responses, asking questions such as:

- Weaknesses or strengths of people with a disability?
- Did they focus on what those with disabilities “have” or what they “do not have?”
- How would they describe their existing perceptions of people with disabilities?
- What happens when we focus on what people are able to do rather than their struggles?

3. Divide the students into small groups. Give each group an index card with one of the following topics on it: intellectual disability, specific learning disability, autism, emotional behavioral disability, traumatic brain injury, visual impairment and hearing impairment.

Under each heading, write “Perceptions,” then draw a horizontal line about halfway down the page. Label the bottom half of the page “Facts.” Allow the groups 5-6 minutes to bullet point their “perceptions.”

- Have students access the following resource:
https://assets.ctfassets.net/poqf7jo48ioq/1E5SLDEgAaElk57TKUTrQj/516d6d6d295ac1e8d12ddoc454bd5d33/ADA_Fact_Sheet_Understood.pdf

From the Americans with Disabilities Act (ADA), which defines a person with a



disability as “a person who has a physical or mental impairment that substantially limits one or more major life activities. The ADA also makes it unlawful to discriminate against a person based on that person’s association with a person with a disability.”

- Discuss why it is significant that the ADA definition uses the phrase “a person with a disability” rather than “a disabled person.”

Assign one of the following people to each group: Eric LeGrand, Franklin D.

Roosevelt, Jim Abbott, Danile Radcliffe.

Each group should identify:

- What type of disability the person has.
- What the person accomplished.

As a class, discuss how each person disproves their preconceived “perceptions”. Students should then change their perceptions into facts.

4. Introduce students to the term, “social inclusion.” Social inclusion in schools means all students are meaningfully engaged in formal and informal settings throughout the school including classrooms, hallways and playing fields; and they have meaningful opportunities to contribute to the school community.

Ask students to reflect on social inclusion in their school.

(Four corners activity or Google Poll)

- Are all students treated fairly and respectfully despite their race, religion, economic status, gender, sexual orientation or disability?
- Do all students seem to have friends in the school?



- Do students with and without disabilities share meaningful friendships?
 - Are there students with and without disabilities on the same sports teams? Does the school have opportunities for all students to have an opportunity to play sports?
- How can we make our school more inclusive?

5. Creating a More Equal FMG Field Day

After the passage of the Americans With Disabilities Act in 1990 communities have a legal responsibility to provide equal access for people with disabilities. This includes within a school environment. Write a proposal for a new activity that is inclusive of students with disabilities to include in FMG's Field Day. Your proposal must include the following:

- A description of the activity.
- Clear rules for the activity.
- Identify what materials will be needed for the activity.
- What barriers exist that might make it difficult to hold this activity?
- What helpful accommodations are in the school, or should be, that would make it easier to host this activity?

Final Thought: Analyze this quote from Kofi Annan: "Disabilities are yet another manifestation of global diversity. Let us always be committed to the fundamental principles of dignity and equality for all human beings."



What message is Annan hoping to deliver with this quote?

What message can we take forth from this lesson?

Differentiation:

The lesson is conceptually based and allows for a lot of student expression. Students can access material either by researching on their own or utilizing the resource table on Google Classroom. Students will be active participants in their learning by researching using Lexiled resources. Students will have an opportunity to have their voice heard and use it to initiate positive change in our school through the establishment of a more inclusive Field Day activity that they design in compliance with the ADA.

Resources Provided:

- https://assets.ctfassets.net/poqf7j048ioq/1E5SLDEgAaElk57TKUTrQj/516d6d6d295ac1e8d12ddoc454bd5d33/ADA_Fact_Sheet_Understood.pdf
- More Equal FMG Field Day Task Sheet and Rubric
- <https://youtu.be/Vc17w3WVWPA>



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:	LGBTQIA+
Create:	Sarah David Devin Haggerty	Board Approved on:			



Unit Overview Template

Content Area:	Social Studies	Grade Level:	8	Unit Title:	LGBTQ/Disabled Persons History
Unit Summary: Broaden context of historical studies to include people and events among members of the LGBTQ and disabled persons communities					
Primary Interdisciplinary Connections: ELA					
<u>21st Century Themes</u> X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy					
Unit Rationale:	Ensure all students have access to a safe and affirming school environment that includes all perspectives and identities.				
Career Readiness (Standard 9):					
9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).					
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.					

Learning Targets

Standard:	NJSLS-SS 6.1.12, NJSLS-SS 6.1.2, NJSLS-SS 6.1.5, SEL.PK-12.3, TECH.9.4.8, LA.RI.8 NJ
Content Statement:	SOC-Events may be viewed differently based on one's perspective. Historical records are shaped by the society that the creator lived in. Historical sources and evidence provide an understanding of different points of view about historical events. The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against. Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives. Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders. SEL-Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.



NJSLS-ELA-

The Reading anchor statements place equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

The Writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

TECH - Educational Technology: 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):
6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
6.1.12.HistoryCC.14.c	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.
6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
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-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others’ backgrounds
TECH.9.4.8 .IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).



TECH.9.4.8 .IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
TECH.9.4.8 .IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
RI.TS.8.4.	Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
RI.PP.8.5.	Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

Unit Enduring Understandings:

- As individuals become older, they mature, and their beliefs and actions evolve as well. The common beliefs of society also changed over time, which can influence an individual's beliefs and actions.
- Students will put people and events into more meaningful context.

Unit Learning Targets:

Students will

- understand why some people may not feel safe to express all their identities/disabilities.
- learn to make connections across our differences.
- understand what stereotypes are and how they harm and limit people.



Evidence of Learning

Summative Assessment: Concepts incorporated in a Unit Test

Equipment Needed: i-Pads, Internet access, handouts

Teacher: Laptops, Projector, Internet access, handouts

Resources:

Formative Assessments:

- Venn diagram comparing apartheid and Jim Crow
- Fakebook page of Nelson Mandela
- Exploring vocabulary handout
- Graphic organizer on Bayard Rustin
- Class discussion
- Journal Pie Chart
- Journal Responses
- LGBTQIA+ Timeline
- Google Classroom LGBTQIA+ matching assessment
- Journal responses- what makes art political
- Short answer prompts - which pieces of Frida Kahlo's artwork are political



Lesson Plans

Lesson	Time Frame
Lesson 1 The Fight for Civil Rights and Gay Rights in the US and South Africa	1.5 hours/2 days
Lesson 2 LGBTQ History & Why It Matters	1.5 hours/2 days
Lesson 3 The Life and Times of Frida Kahlo - Personal or Political?	1.5 hours/2 days

Teacher Notes:

Start the year with a review of the history of the LGBTQIA+ and disabled communities, and weave experiences of individuals into the curriculum throughout the year.

Curriculum Development Resources/Technology Resources:

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

<https://www.tolerance.org/classroom-resources/tolerance-lessons/bayard-rustin-the-fight-for-civil-and-gay-rights>

[https://www.facinghistory.org/sites/default/files/GLSEN LGBTQ History Timeline.pdf](https://www.facinghistory.org/sites/default/files/GLSEN_LGBTQ_History_Timeline.pdf)

<https://nj.pbslearningmedia.org/resource/frida-kahlo-life-and-times/frida-kahlo-lesson-plan/>



Lesson Plan 1 Template

Content Area:	Social Studies	Lesson Title:	The Fight for Civil Rights and Gay Rights in the US and South Africa	Time Frame:	1.5 hours/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: iPads, electronic Venn diagram, 'Fakebook' website

Equipment Needed: iPads, handouts

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - gain a basic understanding of the system of apartheid in South Africa. - compare apartheid to the Jim Crow South in the early 1900s up to the Civil Rights Movement. - examine the leadership of Dr. Martin Luther King, Jr and Nelson Mandela - learn how Bayard Rustin was an instrumental figure in the modern civil rights movement. - develop an awareness of how individuals have the	Lesson Sequence - View videos on apartheid in South Africa and Jim Crow in the United States - Create a Venn diagram to compare and contrast the discriminatory systems - Analyze the role of Nelson Mandela in the end of apartheid using two biographical websites - Create a 'Fakebook' page for Mandela summarizing his accomplishments - Watch a video of Dr. Martin Luther King Jr's leadership during the	- Venn diagram comparing apartheid and Jim Crow - Fakebook page of Nelson Mandela - Exploring vocabulary handout - Graphic organizer on Bayard Rustin - Class discussion



ability to simultaneously advocate for multiple causes, even if those causes conflict or overlap.

- analyze the connection between civil rights and gay rights.

- Civil Rights Movement and discuss the common thread of non-violence
6. Give students an Exploring Vocabulary handout and an article on Bayard Rustin
 7. After reading article, students partner up to define: heterosexist, appropriating, pacifism, Gandhian and villainized
 8. Ask students to read the Bayard Rustin article again and complete the graphic organizer about the life of Bayard Rustin, which asks the following questions: In what organizations was Rustin active? When was he involved with these organizations? What cause or movement did the organization support? What role did Rustin play with the group? What leaders and activists did he meet due to the diversity of his political activism?
 9. Class discussion: "Is it possible to talk about Dr. Martin Luther King Jr.'s leadership in the civil rights movement without also discussing Bayard Rustin? How did Rustin directly influence Dr. King's leadership philosophy? How did Dr. King feel about Rustin's homosexuality? Did Rustin's sexuality impact



the ways in which he was able to contribute to the civil rights movement? What does Rustin's relationship with Dr. King reveal about the connection between gay rights and civil rights? Are gay rights separate from civil rights? Do you think that gay rights and civil rights should be studied separately, or should they be taught together?"

Differentiation:

Handouts will be modified with additional scaffolding for those that need it. Two versions of the article will be available with a shortened version for struggling readers. Small group mini-lessons will be available to discuss the article and relevant vocabulary.

Students will be strategically grouped to allow higher students to assist those struggling.

Resources Provided:

- Understanding Jim Crow [video](#)
- Apartheid [video](#)
- Electronic [Venn](#)
- Fakebook [page](#)
- Biography of [Nelson Mandela](#) and [fast facts](#).
- Vocabulary [handout](#)
- Bayard Rustin [article](#) (edited)



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: LGBTQ History & Why It Matters Time Frame: 1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Communication Arts

Integration of Technology: laptops and use of the following website: https://www.facinghistory.org/sites/default/files/GLSEN_LGBTQ_History_Timeline.pdf

Equipment Needed: iPads, handouts, journals

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - analyze how the way history is taught and remembered can create or reinforce “in” groups and “out” groups in a society. - reinterpret people and events into more meaningful context. - conclude whose experiences are included in the history taught in schools and whose are often left out. - reflect on how the “in” groups and “out” groups	Lesson Sequence: <i>Day 1</i> - Students will reflect in their journals on whose stories are represented in their social studies and literature classes, whose stories are oftentimes left out, and how that exclusion might impact the identities and experiences of individuals in those groups. - Students will create a pie chart in their journals that represents, in their	- Class discussion - Journal Pie Chart - Journal Responses - LGBTQIA+ Timeline



in our society are created and sustained.

- summarize, infer, and present material on LGBTQ history.
- reflect on how history is represented in textbooks.
- complete an optional assessment - propose a solution.

experience, the groups of people whose stories are represented in their history and literature books and classes, and the percentage of time devoted to each group.

3. Underneath their pie charts, students will respond to the following questions in their journals:
 - a. What conclusions about your social studies and literature curriculum can you make based on your pie chart?
 - b. What questions does your pie chart raise for you?
4. Students will discuss their findings.

Day 2

1. Students will make a Human Timeline of significant events in LGBTQ history. Each student will receive an LGBTQ history card.
2. In their journals, students will respond to the following prompts in their journals before you begin the human timeline:
 - a. Summarize the event in your own words.
 - b. What do you already know about your event?
 - c. What do you want to know about your event that is not included on your card?



3. One at a time, students will stand and place themselves where they think they fall on the timeline. They will share their summaries as they do so. They might also volunteer to share an idea or question that arose in their journal reflections. Students will infer any connections to the events that precede or follow their place on the timeline. As more students join the timeline, those who have already presented can move to a different spot if they think their initial guess was incorrect. This process will continue until all of the students are standing along the timeline.
4. Students will refer to the [LGBTQ History Timeline](#) projected on a screen to help identify the proper placement of events on the timeline. Students will then move to appropriate spots, if necessary.
5. Students will receive a timeline handout. To encourage active reading, students will:
 - a. Place a check in the margin by any events they know something about.
 - b. Place stars by three events that they think are



- especially significant in LGBTQ history.
- c. Write 1–2 questions in the margin alongside events they would like to learn more about or that contain vocabulary or content that they do not understand.
6. Students will Think, Pair, Share their annotations with a partner. They will explain to their partner what they know about events they checked on the timeline handout.
7. Students will participate in a class discussion, the teacher will ask students to share what they know and the events they starred in. You might record a list of these events on the board and have students explain why they selected them as important. Students can also pose their questions, which could be answered in class or for homework.

Differentiation:

Small group mini-lessons will be available to discuss the article and relevant vocabulary. Students will be strategically grouped to allow higher students to assist those struggling.

Resources Provided:

- Journals
- https://www.facinghistory.org/sites/default/files/GLSEN_LGBTQ_History_Timeline.pdf



Lesson Plan 3 Template

Content Area:	Social Studies	Lesson Title:	The Life and Times of Frida Kahlo - Personal or Political?	Time Frame:	1.5 hours/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: iPads and use of the website

https://view.officeapps.live.com/op/view.aspx?src=https://d43fweuh3sg51.cloudfront.net/media/media_files/fridakahlo_teacherhandouta.docx

Equipment Needed: iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - identify Frida Kahlo's disabilities and analyze how that impacted her life and art. - consider what makes art political and create a working definition for the term. - debate the relevance of the term "political art" to Frida Kahlo's work	Lesson Sequence: - Students will engage in a Think Pair Share discussion and debate about what makes art "political". They will be introduced to a selection of existing definitions or descriptions for the term and three ways of framing political art as Portrayal, Promotion, or Projection. - Using this discussion as a jumping-off point, the	- Formative assessments: - Think/Pair/Share conclusions written on whiteboard - Journal notes on when art is considered political - Discussion on the impact of Kahlo's disabilities in her artwork and political activism



- class will create a working definition for the term “political art”, which they will revisit and refine throughout the lesson.
3. They will then view a selection of artwork that will include work by Frida Kahlo and will discuss which of these works are political and why, based on the definition they have developed.
 4. Divide the class into groups of 3 to 5 students and provide each with a handout of artwork examples
 5. Ask groups to consider if and why each image is political art. Once the class has looked at all of the artwork, discuss their responses.
 6. Revisit the working definition for “Political Art” and ask if the class would like to make any further refinements based on this activity.
 7. Screen the film *Frida Kahlo: Personal or Political?*. Students take notes during the film, followed by class discussion featuring questions about why her attitude toward her disability was seen as so radical and what impact, if any, did Frida’s political ideals have on her artwork?



- | | | |
|--|--|--|
| | 8. Extension activity: visit PROA Fundacion: Frida Kahlo Works - view fourteen of Frida's most famous works. Titles and captions are in Spanish. | |
|--|--|--|

Differentiation:

Students are strategically partnered. The teacher rotates to small groups to provide additional guidance. Struggling students work with the teacher to ensure comprehension. There is ample time for questions and the teacher can use the assessments to analyze comprehension.

Resources Provided:

- https://view.officeapps.live.com/op/view.aspx?src=https://d43fweuh3sg51.cloudfront.net/media_files/fridakahlo_teacherhandouta.docx
- <https://www.youtube.com/watch?v=B9XYtPqWLB4>
- <http://www.proa.org/exhibiciones/pasadas/mexico/fr-exhibi-4.html>



Lesson Reflection

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

Lesson Activities	Strongly	Moderately	Weakly
Arc 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:	8	Unit Title:	LGBTQ+ /Disabled Persons History
Created:	Joseph David Alison Reynders	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



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.