



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

Springfield Public Schools

Springfield, New Jersey 07081

Intro to Economics

Curriculum Guide

2023

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

Springfield Board of Education
Approved on May 15, 2023



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Springfield Public Schools

Springfield, New Jersey

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Springfield Public Schools

Cultivating compassionate and extraordinary learners!

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

Resolution: J27

Introduced By: Vice President Murphy

Seconded By: Mr. Munoz

Adopted: May 15, 2023

Curriculum Adoption

To adopt the following curriculum and courses for the 2022-2023 & 2023-2024 school year:

JDHS – Revised high school curriculum due to revised state standards

- Beginning String Ensemble (Activity String Orchestra)
- Intro to Economics
- Psychology

JDHS

- Advanced String Ensemble (*Title Change*)
- Beginning String Ensemble (*continuation of String Ensemble – Revision*)

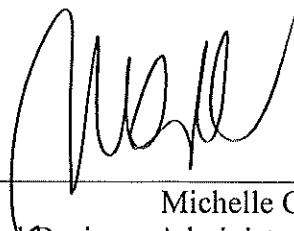
FMG

- Jazz Ensemble (*New Course*)

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 May 15, 2023 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 16th day of May 2023.

SEAL



Michelle Calas
School Business Administrator/ Board Secretary

Michelle Calas, School Business Administrator/Board Secretary



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Unit Overview Template

Content Area: Social Studies **Grade Level:** 10 - 12 **Unit Title:** Intro to Economics -
Economic Systems Unit 1

Unit Summary: An introduction to systems of economics including the factors of production and principles of free enterprise.

Primary Interdisciplinary Connections: History, Business, Math

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: Establish basic foundations of the global & American economy, theory, and information behind making economic decisions as a business and as a consumer.

Learning Targets

Standards: SOC.6.1.12.EconEM.5.a; SOC.6.1.12.EconNE.9.a; SOC.6.1.12.EconNE.9.d;
SOC.6.1.12.EconNE.3.a; LA.RH.9-10.1-3; TECH.9.4.12.Cl.1; TECH.9.4.12.CT1-2; TECH.9.4.12.IML.2;
TECH.9.4.12.TL.4; SEL.PK-12.1.4;
SEL.PK-12.2.2;SEL.PK-12.3.3

Content Statements: 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.

CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.1.12.EconEM.5.a	Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
SOC.6.1.12.EconNE.9.a	Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
SOC.6.1.12.EconNE.9.d	Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
SOC.6.1.12.EconNE.3.a	Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
SOC.6.1.12.EconEM.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.



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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
TECH.9.4.12.CT1	Identify problem-solving strategies used in the development of an innovative product or practice
TECH.9.4.12.CT2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.)
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ

Unit Essential Questions:

- What are similarities and differences between the two categories of economics?
- What are the factors of production?
- How do the basic principles of free enterprise work within the United States economy?
- What are the roles of self-interest and incentives in a market economy?

Unit Enduring Understandings:

- Factors of production and their impact on economic systems
- Similarities and differences between Microeconomics and Macroeconomics
- The basic principles of free enterprise and how they work within the United States economy
- Understanding the role of self-interest and incentives in the market economy

Unit Learning Targets:

Students will understand and establish a foundation of the basic elements for both global and American economic systems, as well as the role of governments, consumers, and businesses in the flow of trade and money.

Evidence of Learning

Summative Assessment: 1 Day

Equipment Needed: School issued laptops, projector, & Internet

Teacher Resources: Laptop, textbook, current media sources & business news streams, <http://streaming.discoveryeducation.com>, <https://www.socialstudies.org/economics>, OnCourse

Formative Assessments:

- Student discussions
- Debates
- Review games
- Role playing



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- Open-ended/essay
- Data Analysis
- Real world application
- Mini quizzes
- Self and peer assessments
- Projects based learning
- Group exercises and problem solving

Lesson Plans

Lesson	Time Frame
Lesson 1 Economic Resources	84 Minutes/2 Days
Lesson 2 Trade-offs and Opportunity Costs	84 Minutes/2 Days
Lesson 3 Exchange and Credit	42 Minutes

Teacher Notes: Time frame is approximate and is subject to change based on the needs of the classroom and student ability.

Curriculum Development Resources/Technology Resources:

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

<http://streaming.discoveryeducation.com>

<https://www.socialstudies.org/economics>



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Lesson Plan 1 Template

Content Area: Social Studies **Lesson Title:** Economic Resources **Time Frame:** 84 Min./ 2 days

Lesson Components

21st Century Themes:

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

21st Century Skills:

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

Interdisciplinary Connections:

Math, Health, Geography, History

Integration of Technology:

Internet, laptops

Equipment Needed:

School issued laptops, projectors, textbooks, & Internet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Compare and contrast various economic resources • Analyze the various resources and apply them to how a business operates • Outline the economic and environmental demands of ecotourism • Discuss the impact of technology on businesses and production	Lesson Sequence 1. Chart using examples of natural, human, and capital resources 2. Notes of basic economic systems 3. Class discussion on ecotourism 4. Group activity	• Quiz • Discussion • Case study, ecotourism • Group activities
Differentiation: Interpersonal, intrapersonal, verbal/linguistic, visual/spatial met through various learning activities and verified via formative assessments.		
Resources Provided: • Textbook • Case studies • Internet/laptops		



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Lesson Plan 2 Template

Content Area: Social Studies **Lesson Title:** Decision Making **Time Frame:** 84 Min./2 days

Lesson Components

21st Century Themes:

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

21st Century Skills:

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

Interdisciplinary Connections:

Math, Health, Geography, History

Integration of Technology:

Laptops, internet, economics based videos & websites

Equipment Needed: School issued laptops, projectors, textbooks, & Internet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the impact of opportunity costs - Apply trade-offs and opportunity costs to everyday, real life decisions of an American teenager - Discuss a case study with opportunity costs and trade-offs - Reevaluate the decisions producers and consumers can make to limit the effects of opportunity costs - Create their own decision-making grid to apply trade-offs and opportunity costs	Lesson Sequence - Pre-read text - Discussion on trade-offs and opportunity costs - Case study discussion, Deerfield Dam - Reflection - Group discussion	- Section quiz - Class discussion - Case study - Group activity - Open-ended reflection
Differentiation: Interpersonal, intrapersonal, verbal/linguistic, visual/spatial met through various learning activities and verified via formative assessments		
Resources Provided: - Reading - Internet - Laptops		



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

Lesson Plan 3 Template

Content Area: Social Studies **Lesson Title:** Exchange and Credit **Time Frame:** 42 Min./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:

History, Civics, Geography

Integration of Technology:

Internet, laptops, dvd, computer applications

Equipment Needed:

School issued laptops, projectors, textbooks, & Internet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Compare and contrast the different forms of exchange • Analyze the impact of barter, money, and credit and their impact on economies • Analyze the various functions of money • Discuss the impact of credit • Compare the use of credit and margin-buying with the Great Depression	Lesson Sequence 1. Global Exchange discussion & case study analysis 2. Class discussion 3. Application to Great Depression 4. Group activity	• Quiz • Discussion • Case study analysis • Small group discussion • Notes/discussion
Differentiation: Interpersonal, intrapersonal, verbal/linguistic, visual/spatial met through various learning activities and verified via formative assessments		
Resources Provided: • Textbook • Internet		



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

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

Curriculum Design Template

Content Area: Social Studies **Grade Level:** 10 - 12 **Course Title:** Intro to Economics

Created: Bryan Balletto & Mandee Bellarosa

Board Approved on:



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Unit Overview Template

Content Area: Social Studies **Grade Level(s) :** 10 - 12 **Unit Title:** Supply/Demand Unit Two

Unit Summary: Analyze how concepts of supply and demand can affect economic decisions.

Primary Interdisciplinary Connections: Geography, Business, Math

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: Concepts of supply and demand are the foundation for decision making and pricing for basic business decisions.

Learning Targets

Standards: SOC.6.3.12.EconGE.1; SOC.6.3.12.HistoryCA.12; SOC.6.1.12.EconET.3.a;
 SOC.6.1.12.EconEM.12.a; LA.RH.9-10.1-3; TECH.9.4.12.Cl.1; TECH.9.4.12.CT1-2; TECH.9.4.12.IML.2;
 TECH.9.4.12.TL.4; SEL.PK-12.1.4;
 SEL.PK-12.2.2;SEL.PK-12.3.3

Content Statements: All students will acquire the knowledge to apply the laws of supply and demand to various economic systems

CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.3.12.EconG E.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.
SOC.6.3.12.History CA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions..
SOC.6.1.12.EconE T.3.a	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
SOC.6.1.12.EconE M.12.a	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
TECH.9.4.12.Cl.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
TECH.9.4.12.CT1	Identify problem-solving strategies used in the development of an innovative product or practice
TECH.9.4.12.CT2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving



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TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.)
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ

Unit Essential Questions:

- What are the influences of both supply and demand in our economy?
- How do supply and demand influence prices?
- How do the basic principles of supply and demand work within the United States economy?
- How do consumers and producers affect the supply and demand of a product, service, and/or industry?

Unit Enduring Understandings:

- Role of supply in manufacturing of a product or providing of a service
- Role of demand in the adjustment of prices
- The basic principles of supply and demand and how they work within the United States and a market economy
- Influence of supply and demand in the creation of new business

Unit Learning Targets:

Students will establish an understanding and application of the basic elements of supply and demand, and apply those concepts to both consumer products, as well as the production processes of corporations meeting the needs and wants of the global market.

Evidence of Learning

Summative Assessment: 1 Day

Equipment Needed: School issued laptops, projectors, textbooks, & Internet

Teacher Resources: Laptop, textbook, current media sources & business news streams, <http://streaming.discoveryeducation.com>, <https://www.socialstudies.org/economics>, OnCourse

Formative Assessments:

- Student discussions
- Debates
- Review games
- Role playing
- Open-ended/essay
- Data Analysis
- Real world application
- Mini quizzes



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- Self and peer assessments
- Projects based learning
- Group exercises and problem solving
- Small group discussions

Lesson Plans

Lesson	Time Frame
Lesson 1 Elements of Demand	4 Days/168 Minutes
Lesson 2 Nature of Supply	3 Days/126 Minutes
Lesson 3 Production Decisions	2 Days/84 Minutes

Teacher Notes: Time Frame is approximate and is subject to change based on the needs of the classroom and student ability.

Curriculum Development Resources/Technology Resources:

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

<http://streaming.discoveryeducation.com>

<https://www.socialstudies.org/economics>



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Lesson Plan 1 Template

Content Area: Social Studies **Lesson Title:** Elements of Demand **Time Frame:** 168 min./4 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:

Math, Business, History, Geography

Integration of Technology:

Internet, laptops

Equipment Needed:

School issued laptops, projectors, textbooks, & Internet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Outline three concepts of the law of demand - Discuss/apply how the elements of demand influence the economy - Explain how elasticity can affect demand and the economy - Analyze how non-price factors can shift a demand curve	Lesson Sequence - Data analysis of consumer product demands & schedules of distribution throughout a market - Notes on laws of demand and demand shifts - Class discussion on demand in their lives (school, town, state, nation, globally) - Group activities & problem solving for specific product of their choice in current market	- Quiz - Discussion, class and small group - Data analysis and discussion - Group activities - Open-ended response - Problem-based learning
Differentiation: Interpersonal, intrapersonal, verbal/linguistic, visual/spatial met through various learning activities and verified via formative assessments		
Resources Provided: - Textbook - Case studies		



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- Internet
- Laptops



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Lesson Plan 2 Template

Content Area: Social Studies **Lesson Title:** Nature of Supply **Time Frame:** 126 min./3 Days

Lesson Components

21st Century Themes:

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

21st Century Skills:

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

Interdisciplinary Connections:

Math, Geography, History

Integration of Technology:

Laptops, Internet, Discovery Education

Equipment Needed:

School issued laptops, projectors, textbooks, & Internet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss the difference between supply and quantity supplied - Apply the laws of supply to economic systems - Apply how demand affects supply - Discuss what factors can shift supply - Discuss what variables can affect producers' supply decisions	Lesson Sequence - Notes/discussion on elements of supply - Charts on the curves of supply / data analysis - Class discussion on identifying consumer products with low and high supply in current market - Small group activity on determining appropriate supply level of a product of their choice	- Quiz - Discussion - Data analysis - Group activities - Real world application
Differentiation: Interpersonal, intrapersonal, verbal/linguistic, visual/spatial met through various learning activities and verified via formative assessments		
Resources Provided: - Textbook - Internet - Laptop		



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Lesson Plan 3 Template

Content Area: Social Studies

Lesson Title: Pricing

Time Frame: 84 min./2 days

Lesson Components

21st Century Themes:

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

21st Century Skills:

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

Interdisciplinary Connections:

Math, Business, Geography, History

Integration of Technology:

Internet, laptops, short video clip

Equipment Needed:

School issued laptops, projectors, & Internet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss the basic principles of supply and demand - Determine how prices are set using supply and demand - Apply the principles of supply and demand, and their influence on pricing, to real world situations - Examine cost benefit trade-offs and opportunity cost when determining prices	Lesson Sequence - Intro Video - "Pricing Strategy An Introduction" by Tine Wade - Class Discussion "Do you know how businesses set prices for their pizzas?" - Small group work to complete handout Market Schedule for Demanders and Producers. - Full class discussion of group work. - Individual activity to complete the handout Market Schedule for Pizza. - Debrief and Discuss individual work.	- Section quiz - Class discussion - Case study - Group activity - Open-ended response - Problem-based learning



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Differentiation:

Interpersonal, intrapersonal, verbal/linguistic, visual/spatial met through various learning activities and verified via formative assessments.

Resources Provided:

- Handouts
- Textbook
- Internet
- Laptops



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Lesson Reflection

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

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

Curriculum Design Template

Content Area: Social Studies	Grade Level: 10 - 12	Course Title: Intro to Economics
Created: Bryan Balletto & Mandee Bellarosa	Board Approved on:	



Unit Overview Template

Content Area: Social Studies **Grade Level(s) :** 10 - 12 **Unit Title:** Business Development Unit Three

Unit Summary: Analyze the fundamental concepts of creating different types of business entities, as well as best practices in regards to human resources, obtaining financing, and the creation of bylaws to match the objectives and goals of a company.

Primary Interdisciplinary Connections: Geography, Business, Math

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: The creation of business organizations, obtaining capital, and the varying methods used to reach realistic goals, are the foundation of global business and economics.

Learning Targets

Standards: SOC.6.3.12.EconGE.1; SOC.6.3.12.HistoryCA.12; SOC.6.1.12.EconGE.16.a;
 SOC.6.1.12.EconET.3.a; SOC.6.1.12.EconEM.12.a; LA.RH.9-10.1-3; TECH.9.4.12.Cl.1; TECH.9.4.12.CT1-2;
 TECH.9.4.12.IML.2; TECH.9.4.12.TL.4; SEL.PK-12.1.4; SEL.PK-12.2.2;SEL.PK-12.3.3

Content Statements: All students will acquire the knowledge to apply the fundamental concepts of creating various business organizations.

CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.3.12.EconGE.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.
SOC.6.3.12.HistoryCA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions..
SOC.6.1.12.EconGE.16.a	Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
SOC.6.1.12.EconET.3.a	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
SOC.6.1.12.EconEM.12.a	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.



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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
TECH.9.4.12.CT1	Identify problem-solving strategies used in the development of an innovative product or practice
TECH.9.4.12.CT2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.)
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ

Unit Essential Questions:

- How do the methods fundamental to the creation of a business organization influence its long term goals?
- How do partnerships compare & contrast to corporations?
- How do stock and financial planning play a role in corporate growth?
- How do labor unions affect corporate policy and bylaws or an organization?

Unit Enduring Understandings:

- Role of business creation in the global economy
- The separate roles partnerships and corporations play in the global economy
- The basic principles of financial planning for businesses, including credit, loans, and stock options
- Influence of labor unions on corporate practices

Unit Learning Targets:

Students will establish an understanding and application of the basic elements in the creation of business organizations, including financing and labor relations, and apply those concepts to both the United States and global economies.

Evidence of Learning

Summative Assessment: 1 Day

Equipment Needed: School issued laptops, projectors, textbooks, & Internet

Teacher Resources: Laptop, textbook, current media sources & business news streams, <http://streaming.discoveryeducation.com>, <https://www.socialstudies.org/economics>, OnCourse

Formative Assessments:

- Student discussions
- Problem solving
- Debates
- Review games



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- Role playing
- Open-ended/essay
- Data Analysis
- Real world application
- Mini quizzes
- Self and peer assessments
- Projects based learning
- Group exercises and problem solving
- Small group discussions

Lesson Plans

Lesson	Time Frame
Lesson 1 Three Types of Business Organizations	4 Days/168 Minutes
Lesson 2 Growth of Labor Unions	3 Days/126 Minutes
Lesson 3 Financial Planning in Business	4 Days/168 Minutes

Teacher Notes: Time Frame is approximate and is subject to change based on the needs of the classroom and student ability.

Curriculum Development Resources/Technology Resources:

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

<http://streaming.discoveryeducation.com>

<https://www.socialstudies.org/economics>



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Lesson Plan 1 Template

Content Area: Social Studies **Lesson Title:** Three Types of Business Organizations **Time Frame:** 168 min./4 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:

Math, Business, History, Geography

Integration of Technology:

Internet, laptops

Equipment Needed:

School issued laptops, projectors, textbooks, & Internet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Outline three types of business organizations that exist in the United States - Discuss the strengths and weaknesses of each type - Analyze how each type plays a role in, and influences the U.S. economy - Develop examples of each type of business organization and attempt to theoretically place an example of each in your town	Lesson Sequence - Research analysis of three different types of business organizations in the United States - Class discussion analyzing the strengths and weaknesses of each type - Group analysis of the roles each type plays in their country, state, and local economies - Problem solving for theoretical placement of an example of each type of business organization into their local community - Presentation of examples to class for analysis	- Quiz - Discussion, class and small group - Data analysis and discussion - Group activities placing examples into real scenarios - Open-ended response - Problem-based learning



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Differentiation:

Interpersonal, intrapersonal, verbal/linguistic, visual/spatial met through various learning activities and verified via formative assessments

Resources Provided:

- Textbook
- Case studies
- Internet
- Laptops



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Lesson Plan 2 Template

Content Area: Social Studies **Lesson Title:** Growth of Labor Unions **Time Frame:** 126 min./3 Days

Lesson Components

21st Century Themes:

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

21st Century Skills:

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

Interdisciplinary Connections:

Math, Geography, History

Integration of Technology:

Laptops, Internet, Discovery Education

Equipment Needed:

School issued laptops, projectors, textbooks, & Internet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss the influence of labor unions on the business practices - Apply negotiation skills to solve union and corporate grievances, as well as form contracts - Discuss the role of human resources in a corporate environment - Analyze how employees contribute to the success of a business organization	Lesson Sequence - Research examples, definitions, and laws that explain and/or relate to labor unions - Identify & investigate real world situations that would require labor union intervention - Create negotiation teams (corporate vs labor union) to solve various labor disputes - Class discussion on challenges faced during problem solving activity	- Quiz - Discussion - Data analysis - Real world application - Group problem solving and analysis
Differentiation: Interpersonal, intrapersonal, verbal/linguistic, visual/spatial met through various learning activities and verified via formative assessments		
Resources Provided:		



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

- Textbook
- Internet
- Laptops



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Lesson Plan 3 Template

Content Area: Social Studies **Lesson Title:** Financial Planning in Business **Time Frame:** 168 min./4 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:

Math, Business, Geography, History

Integration of Technology:

Internet, laptops, short video clips

Equipment Needed:

School issued laptops, projectors, textbooks, & Internet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Apply the laws of finance and economics to develop capital reserves large enough to run a business ● Discuss how financial planning plays a role in our growing economy ● Analyze the role of stock in the corporate world and global economy ● Discuss the advantages and disadvantages of credit and borrowing	Lesson Sequence 1. Research the variety of methods that can be used to obtain business capital 2. Examine the various expenses associated with running a business 3. Examine whether to issue stock or borrow via banks is the best route for a variety of examples 4. Problem solve: groups will make decisions on how to finance their businesses that is most effective for their chosen business organization	● Section quiz ● Class discussion ● Case study ● Group activity ● Open-ended response ● Problem-based learning ● Stock market game ● Application to real world



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Differentiation:

Interpersonal, intrapersonal, verbal/linguistic, visual/spatial met through various learning activities and verified via formative assessments.

Resources Provided:

- Text
- Internet
- Laptops



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Lesson Reflection

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

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

Curriculum Design Template

Content Area: Social Studies	Grade Level: 10 - 12	Course Title: Intro to Economics
Created: Bryan Balletto & Mandee Bellarosa	Board Approved on:	



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GLOBAL SKILLS

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

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



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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

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



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GLOBAL SKILLS

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

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



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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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



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

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Accommodations and Modifications for ESL Students

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

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

Mission Statement

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

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

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

Goals:

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

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

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

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

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

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

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

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

Procedures

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

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

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

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

Resource Links

https://riversideinsights.com/cognitive_abilities_test

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

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

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

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

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

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

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

NJDOE Fast Facts

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

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

Math/ELA

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

STEM

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

Enrichment Events

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