



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

Springfield Public Schools
Springfield, New Jersey 07081

Tomorrow's Teachers
Grades 11-12

Curriculum Guide

2024

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

Springfield Board of Education
Approved on July 29, 2024

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: 28

Introduced By: Mrs. Saha

Seconded By: Mrs. Turnbull

Adopted: July 29, 2024

Curriculum Adoption

To approve the following curriculum and courses for the 2024-2025 school year:

a. ELA Courses - Revised to reflect the updated NJSL-ELA standards

- Grades Kindergarten-5 English Language Arts
- Grades 6-8 Communication Arts
- English I
- English II
- English III
- English IV
- DCA Freshman English
- AP English 3 Language and Composition
- AP English 4 Literature and Composition
- Senior Seminar

b. Middle School ELA Elective Courses

- Drama I and II
- Creative Writing
- Journalism-Grade 7

c. High School ELA Elective Courses

- Creative Writing and Poetry
- Drama I
- Film as Literature
- Journalism - High School
- Yearbook
- Tomorrow's Teachers

d. ESL (K-12)

- Elementary ESL
- Middle/High School ESL

e. Middle and High School World Language Curriculum

- French 1
- French 2
- French 3
- French 4
- Spanish 1
- Spanish 2
- Spanish 3
- Spanish 4

f. Florence M Gaudineer Program of Studies

Michelle Calas, School Business Administrator/Board Secretary

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(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 29, 2024 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 30th day of July 2024.

SEAL



Michelle Calas
School Business Administrator/ Board Secretary



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

**Springfield Public Schools
Springfield, New Jersey**

**Dr. Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Director of Curriculum and Instruction**

Curriculum Developed By:

Dr. Norman Francis ~ Principal Jonathan Dayton High School

Candice Schiano ~ Supervisor of Humanities

Stephanie Carlson ~Teacher of English



Unit Overview Template

Content Area:	Tomorrow's Teachers (English)	Grade Level:	11th, 12th	Unit Title:	Experiencing Learning: The Learner and Learning Styles, Growth and Development
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Unit Summary: Students will analyze their strengths as learners, evaluate different learning styles, and identify the physical, cognitive, and moral stages of learners.

Primary Interdisciplinary Connections:

[21st Century Themes](#) ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy
 ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy

Unit Rationale: This unit will prepare Teacher Cadets to be effective in the classroom by gaining an understanding of themselves, different learning styles, and the physical, cognitive, and moral stages of learners.

Learning Targets

Standards: NJSL Reading and Writing

SL.PE.11-12 .1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student-developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.II.11-12. 2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems,



	evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
RI.MF.11-12 .6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
TECH.9.4.1 2 TL.4	Collaborate in online courses, learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Unit Essential Questions:

- What are my personal characteristics and values as a member of several communities and as a learner?
- How might knowledge of preferred processing styles affect lesson design?
- What are some benchmarks of moral development?

Unit Enduring Understandings:

- Effective educators value self-knowledge as well as knowledge of others.
- Preferred processing styles include visual, auditory, kinesthetic/tactile.
- Effective teachers deliver information in a variety of ways in order to take advantage of all preferred processing styles.
- Benchmarks of moral development include Kohlberg's stages of Preconventional, Conventional, and Postconventional.

Unit Learning Targets:

Students will explore their own values and characteristics while appreciating diversity, identify different processing styles, and examine stages and substages of moral development.



Evidence of Learning

Summative Assessment: Children's Book on a Challenge to Self-Esteem and/or a Barrier to Learning

Equipment Needed: laptops, printer, construction paper, magic markers, cardboard, binding materials

Teacher Resources: Handouts: "Barrier Books Assignment" and "Rubric: Barrier Book"

Formative Assessments:

- Presentations
- Journal Entries
- Do Now
- Exit Cards
- Essays



Lesson Plans

Lesson	Time Frame
Lesson 1 Scavenger Hunt	3.3 hours/5 days
Lesson 2 Learning Styles	1.4 hours/2 days
Lesson 3 Moral Development	1.4 hours/2 days

Teacher Notes:

Please Note: The curriculum for Tomorrow's Teachers is adapted from *Experiencing Education (Eleventh Edition)*, which was developed by CERRA-South Carolina. Please refer to this book for further ideas and options for each lesson.

Curriculum Development Resources/Technology Resources:

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

www.reading.org

<http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>

www.cec.sped.org



Lesson Plan 1 Template

Content Area: English (Tomorrow's Teachers)	Lesson Title: Scavenger Hunt	Time Frame: 3.3 hours/5 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: Social Studies, Psychology

Integration of Technology: Students will be using iMovie to film each other and replay their presentations.

Equipment Needed: paper bags, pictures, art supplies, laptops, movie camera (if possible, borrowed from our TV studio)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - analyze their strengths and areas for improvement as learners - evaluate themselves as diverse individuals, learners, and community members - determine how diversity enhances the classroom and community	Lesson Sequence - Provide each student with a paper bag. - As a homework assignment, students should find words and pictures from magazines or online to decorate the outside of the bag and put inside the bag. They should also include small items that will fit inside the bag. - Students should select words, pictures, and items to represent themselves in the following categories: as a member of...a personal family, the student body, ethnic group (optional), gender (optional), a	- Presentations will be evaluated by self and peers for clear diction, audible volume, appropriate pace, eye contact with the audience, maintaining the attention of the audience, clear explanation of what pictures and words represent - Students will write an essay about why they chose certain items for their bags, what they learned about their classmates, and what they learned about themselves



	larger community (e.g. sports, hobbies, volunteer, house of worship), as a Teacher Cadet, as a complete person 4. Students will create a five-minute presentation about their bags. Their presentations will be filmed then replayed.	
Differentiation: Students have a choice of which areas of their lives to focus on while creating their bags and presentations.		
Resources Provided: • Laptops • Video Camera • Paper Bags		



Lesson Plan 2 Template			
Content Area:	English (Tomorrow's Teachers)	Lesson Title:	Learning Styles and Needs
		Time Frame:	1.4 hours/2 days
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy			
Interdisciplinary Connections: Psychology, Social Studies, Health			
Integration of Technology: Students will examine various online resources to identify preferred processing styles and create lessons that take into account varied processing styles.			
Equipment Needed: laptops, handouts, online textbook			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - be able to identify different processing styles - identify their preferred processing style - design lessons that take into account varied preferred processing styles	Lesson Sequence - As a hook, students will complete with their predictions the “Learning Pyramid: Average Retention” handout. - Provide students with the actual percentages for retaining information and discuss possible reasons for those percentages. - Direct students to complete the Learning Styles Questionnaire, either on paper or online.	- Completed Learning Pyramid. - Completed Learning Styles Questionnaire and Multiple Intelligences Inventory. - Lesson plan that provides options for different learning styles and multiple intelligences.



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| | <ol style="list-style-type: none">4. Discuss results and ways teachers can offer options for various learning styles in either the presentation of lessons or the assessments.5. Follow the same procedure for Gardner's Multiple Intelligence theory and the Multiple Intelligences Inventory. | |
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Differentiation:

Students may choose to complete the Learning Styles Questionnaire and Multiple Intelligences Inventory either on paper or online.

Resources Provided:

- Laptops
- Handouts
- Online textbook



Lesson Plan 3 Template

Content Area: English (Tomorrow's Teachers)	Lesson Title: Moral Development	Time Frame: 1.4 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: Psychology, Social Studies, Health, Ethics, Philosophy

Integration of Technology:

Use of online textbook, event simulation, creation of online game

Equipment Needed: Laptops, handouts

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - evaluate major physical, social, and personal challenges that can impede successful learning - distinguish between the moral stages of learners - apply their knowledge of the developmental changes of learners - identify moral developmental characteristics and stages	Lesson Sequence - Provide students with the handout "Moral Development" and provide a mini-lecture on the contents - Divide students into groups to create an online game to review the information in the handout. Students can choose Kahoot! or another game of their choice as long as it doesn't violate district privacy procedures - Students will present their review session and games - Read aloud the "Scenarios Regarding	- Completed presentation and game - Completed scenarios handout - Completed Moral Decisions on Prom Night handout



	Moral Development” handout and discuss answers 5. Divide students into groups to complete the “What to Do? Moral Decisions on Prom Night” handout. Discuss answers.	
Differentiation: Students will choose how to present their review lessons so that they appeal to various Learning Styles.		
Resources Provided: • Laptops • Handouts • Online game websites		



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:	Tomorrow's Teachers (English)	Grade Level:	11,12	Unit Title:	Experiencing Learning
Created:	2024	Board Approved on:			



Unit Overview Template

Content Area:	Tomorrow's Teachers (English)	Grade Level:	11th, 12th	Unit Title:	Language and the Importance of Play
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Unit Summary: In this unit, Teacher Cadets will be able to explain why play is necessary for social and cognitive development in young children.

Primary Interdisciplinary Connections: Health, Psychology, Social Studies, Biology

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: An understanding of child development is crucial for teachers of students at all levels.

Learning Targets

Standards:	NJSLS Reading and Writing
RI.CR.11-12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.11-12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
RI.IT.11-12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
L.KL.11-12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit Essential Questions:

- How dependent are we on language?
- To what degree does language influence culture and vice versa?
- What is significant about children at play?



- How do manipulatives facilitate learning?

Unit Enduring Understandings:

- Language is essential for social cognition.
- Language is a necessary component in the transference of knowledge and culture.
- Children's play has many purposes including the development of cognitive skills and intelligence.
- Manipulatives facilitate learning through play.

Unit Learning Targets:

Students will experiment with the inability to use language, examine the many purposes of play, observe a preschool class, create their own manipulatives, and design their own preschools.



Evidence of Learning

Summative Assessment: 5 days (Design Preschool)

Equipment Needed: Cardboard box or poster board, art supplies, PowerPoint

Teacher Resources: Textbook sources and assignments

Formative Assessments:

- Project structure without using language
- Design Manipulative
- Preschool observation journal entry
- Elementary School observation journal entry



Lesson Plans

Lesson	Time Frame
Lesson 1 Social Cognitive Development	40 minutes/1 day
Lesson 2 The Importance of Play	2 hours/3 days
Lesson 3 Making Manipulatives	2 hours/3 days

Teacher Notes:

Be sure to schedule observation days at Walton School and Caldwell School in the same week so students can easily compare the differences in the two environments, especially in the area of play.

Curriculum Development Resources/Technology Resources:

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

<https://www.psychologytoday.com/us/blog/the-superhuman-mind/201707/the-feral-child-nicknamed-genie>

<http://www.oakton.edu/user/1/dmalone/PiagetVygot.pdf>

<https://www.naeyc.org/resources/topics/play>



Lesson Plan 1 Template

Content Area:	Tomorrow's Teachers (English)	Lesson Title:	Social Cognitive Development/The Importance of Language	Time Frame:	40 minutes/1 day
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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: Health, Psychology, Biology, Social Studies

Integration of Technology: Students will examine online videos and articles about a girl who was raised without language.

Equipment Needed: modeling clay, straws, paper clips, rubber bands, index cards (or other office supplies), laptops, online textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - evaluate the importance of language in conveying and influencing culture - examine the results of being deprived of language - communicate without using language	Lesson Sequence - Tell students that they will be completing an activity today, but will not be allowed to speak or write to communicate with their partner. - Pair students and distribute each pair a set of materials. Instruct the pairs that they are to build a structure with the materials given. They may not speak or write to their partner. - Give students 10 minutes to work and then ask groups to present their structures to the class. - Pairs will discuss any difficulties they had communicating about the project and explain the	- Completed structure - Exit card on teaching techniques that don't involve language (proximity, a smile, a "look," etc.) - Journal entry on how students are products of their environment and how language helps communicate the expectations of this environment/culture



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| | <p>methods they used in order to communicate.</p> <p>5. Discuss the importance of language in teaching and ask students to brainstorm ways to teach without using verbal or written communication.</p> | |
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Differentiation:

Groups will choose how to communicate and the type of structure to build.

Resources Provided:

- Supplies for structure
- Online textbook
- Discussion questions



Lesson Plan 2 Template			
Content Area: Tomorrow's Teachers (English)	Lesson Title:	Social Cognitive Development/The Importance of Play	Time Frame: 2 hours/3 days
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy			
Interdisciplinary Connections: Social Studies, Psychology, Health, Biology			
Integration of Technology: Students will observe the use of technology in the lower grades, specifically how technology is used to enhance learning.			
Equipment Needed: Laptops, online textbook, school bus (for Walton observation), permission slips			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - be able to identify various types of play - be able to identify the significance of play - observe and write a journal entry about students at the preschool level - observe and write a journal entry about students at the elementary school	Lesson Sequence - Do Now: List a toy that you enjoyed at each of the following stages of development: preschooler, elementary child, middle schooler. Are there any “toys” you enjoy playing with now? Explain some of the fun ways in which you use your phone and laptop. - Discuss answers. - Read aloud the “Children’s Play: Purposes, Types, Advice” section in the textbook and discuss. - Observe at Walton School for one class period.	- Do Now - Journal Entry on Walton Observation - Journal Entry on Caldwell Observation



	Students should pay particular attention to the following in order to write a journal entry about their observation: Classroom Environment including physical description, Classroom Procedures, Method of Content Delivery (lecture, hands-on, etc.), Importance of Play- What did you feel the teacher did well? Is there anything that you would've handled differently? 5. Observe at Caldwell School for one class period and pay attention to the same aspects described above.	
Differentiation: Students who anticipate having difficulty remembering details from the observations will be encouraged to take notes or tape their impressions by speaking them into their phones immediately upon exiting the schools.		
Resources Provided: • Permission slips • Online textbook • Laptops		



Lesson Plan 3 Template			
Content Area:	Tomorrow's Teachers (English)	Lesson Title:	Making Manipulatives
		Time Frame:	2 hours/3 days
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy			
Interdisciplinary Connections: Business, Art, Psychology, Social Studies, Health, Biology			
Integration of Technology: Students will research online types of educational toys available and students can create games or toys of their choosing. Depending on the age group of their target user, the use of technology will vary.			
Equipment Needed: Laptops, online textbook, art supplies (such as poster board for board games)			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • explain why manipulatives are an important tool for learning. • create their own manipulatives. • present and demonstrate their manipulatives.	Lesson Sequence 1. Read the section "Instructions for Making Manipulatives" in the online textbook and discuss. 2. Students will work with a partner to design an instructional product that involves tactile/kinesthetic learning. It must be able to be touched, handled, moved, or manipulated in some way as part of the learning process. Students may design manipulatives suitable for any age, from birth through high school,	• Design of manipulative • Presentation of manipulative • "Field Test" of manipulative



	using various materials including paper, cardboard, game pieces, technology, etc. 3. Students will provide demonstrations of their manipulatives and let their peers “field test” them.	
Differentiation: Students may want to research and create games to help students with specific disabilities such as dysgraphia or dyslexia.		
Resources Provided: • Laptops • Online textbook • Rubric for Manipulatives Project and Presentation		



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:	Tomorrow's Teachers (English)	Grade Level:	11th, 12th	Unit Title:	Language and the Importance of Play
Created:	2024	Board Approved on:			



Unit Overview Template

Content Area:	English (Tomorrow's Teachers)	Grade Level:	11th, 12th	Unit Title:	Experiencing the Classroom
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Unit Summary: In this unit, students will become acquainted with the personal roles of educators and begin to develop their own philosophy of education.

Primary Interdisciplinary Connections:

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: Students will examine the positive and negative aspects of the teaching profession in order to get a fuller picture of their potential career.

Learning Targets

Standards: NJSLS Reading and Writing

W.AW.11-12 .1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.AW.11-12 .2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.



	A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
TECH.9.412. TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
Unit Essential Questions: • What are appropriate instructional objectives for learners at various ages and stages? • What are the components of effective classroom climate, management, and discipline? • How can technology be infused into effective instruction?	
Unit Enduring Understandings: • Instructional objectives vary according to the ages and stages of the learners as well as the exceptionality of the learners in a particular group. • Effective classroom climate, management, and discipline stem from the establishment of rules and expectations. • Technology can be infused in a variety of ways and its use must be properly monitored. • Delivering effective lessons includes accommodating different types of learners.	
Unit Learning Targets: Students will distinguish between effective and ineffective methodologies and teaching strategies and traits in various educational settings.	



Evidence of Learning

Summative Assessment: 3-5 days: Create a Sample Lesson and Teach It to the Class

Equipment Needed: Lesson Template, Laptops, Online Textbook

Teacher Resources: Bloom's Taxonomy, Depth of Knowledge

Formative Assessments:

- Journal Entries
- Lesson Plan
- Stations Activity on Student Behavior
- Report on Technology



Lesson Plans

Lesson	Time Frame
Lesson 1 Top Teachers	40 minutes/1 day
Lesson 2 Effective Classroom Management and Discipline	1.4 hours/2 days
Lesson 3 High Tech Teaching: Plugged In	40 minutes/1 day

Teacher Notes:

When discussing teaching techniques, be sure to stress to the student that they must respect the privacy of the teacher and/or students and not use specific names.

Curriculum Development Resources/Technology Resources:

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

<http://files.eric.ed.gov/fulltext/EJ815372.pdf>

<https://www.teachermatch.org/blog/what-makes-an-effective-teacher/>



Lesson Plan 1 Template

Content Area: English (Tomorrow's Teachers)	Lesson Title: Top Teachers	Time Frame: 40 minutes/1 day
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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: Health, Psychology, Social Studies

Integration of Technology: Students will access several sources online, including YouTube clips and a blog on effective teaching.

Equipment Needed: laptops, whiteboard, online textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - be able to identify the characteristics of a highly effective teacher. - identify ways in which a teacher demonstrates knowledge of his/her subject area. - examine techniques teachers use to develop rapport with students. - analyze teachers' use of classroom management strategies.	Lesson Sequence - Think-Pair-Share: Students will have 5 minutes to individually write down the traits and characteristics of "effective" and "ineffective" teachers. No names should be used. - Students will turn to a partner and discuss their lists, identifying similarities and differences between traits mentioned by themselves and traits mentioned by their partners. - We will compile a class list on the board. Students will add to the list by mentioning points	- Completed lists - Exit Card (paragraph)



	generated by their partners. 4. Read the “Top Teachers” list in the online textbook and see how our list compares. 5. Exit Card: Watch <i>Did You Know</i> clip and <i>Pay Attention</i> clip on YouTube. Students will write a paragraph explaining how these clips relate to the theme of Top Teachers.	
Differentiation: Students may choose to type rather than write their lists by hand.		
Resources Provided: • YouTube clips • Online textbook • Laptops		



Lesson Plan 2 Template			
Content Area:	English (Tomorrow's Teachers)	Lesson Title: Effective Classroom Management and Discipline	Time Frame: 1.4 hours/2 days
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy X Health Literacy			
<u>21st Century Skills</u>			
X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy			
Interdisciplinary Connections: Health, Psychology, Social Studies			
Integration of Technology: Online textbook			
Equipment Needed: Envelopes set up at stations around the room with discipline scenarios			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - be able to identify and analyze effective classroom management strategies. - examine the routines and strategies that effective teachers implement to promote desired behavior and enhance learning. - conduct interviews at the high school asking teachers to share how each developed his/her own classroom management strategies and styles. - write their own Classroom Management Plan.	Lesson Sequence - Facilitate a discussion on effective classroom management, including topics such as arrival and dismissal procedures, turning in assignments, developing and implementing classroom rules and consequences, use of student instructional supplies, and leaving the classroom for water or the restroom. - Ask students to share classroom management strategies they noted when observing at Walton and Caldwell.	- Lists of classroom management strategies - Interviews with teachers - Classroom Management Plan - Lists of suggestions for discipline challenges



3. Ask students to interview one of their other teachers about how he/she developed his/her classroom management style.
4. Students will write their own Classroom Management Plan using the template in the online textbook as a guide.
5. Students will present their plans and receive feedback.
6. Set up stations around the room with envelopes. On the outside of the envelopes, paste the descriptions of fictional students who are discipline challenges. On the insides, place suggestions for handling these challenges.
7. Students will move around the room and record their own suggestions for dealing with particular discipline challenges. Once all students have seen all the envelopes, we will open them. Students will evaluate their suggestions in comparison to the suggestions given by the experts.

Differentiation:

Students may choose to interview a Special Education teacher to learn about strategies for handling students with various conditions and disabilities.

Resources Provided:

- Classroom Management Plan Template
- List of teachers to interview



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- Envelopes with discipline challenges and answers



Lesson Plan 3 Template			
Content Area:	English (Tomorrow's Teachers)	Lesson Title: High Tech Teaching: Plugged In	Time Frame: 40 minutes/1 day
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy			
Interdisciplinary Connections: Social Studies			
Integration of Technology: The subject of the lesson is how teachers use technology in the classroom.			
Equipment Needed: laptops, online textbook			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • evaluate various types of educational technology. • assess whether specific types of educational technology are financially sound investments for schools. • identify the pros and cons of technology in the classroom. • evaluate websites according to the quality of information and lack of bias.	Lesson Sequence 1. Lead a discussion on the benefits and drawbacks of incorporating instructional technology, including the necessity for teacher training (e.g. students knowing more than teachers, easy access to information, and situations that tempt some to plagiarize). 2. Instruct cadets to research the current use of technology a) in their school, b) in their school district, c) in their state, b) in America. They should be prepared to discuss the following issues: Funding for	• Completed Research Paragraphs • Presentations • Completed handouts



	technology at the local, state, and federal levels, Challenges for rural and/or low-income areas with instructional technology. 3. Students should choose one piece of technology that is currently a “must-have” item in schools or classrooms. After researching this item, students will write a brief paper and present their findings on the following topic: <i>Does this piece of technology improve instruction, and, if so, is it worth the amount of money it would cost to put one in every classroom in the school?</i> 4. Distribute the list of “Recommended Web Sites” and the handout “Evaluating a Web Site.” Each person should evaluate one website by completing the handout.	
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Differentiation:

Students may type or handwrite their paragraphs. Students may also have the option of investigating technology for special education purposes such as amplification systems, educational games, and books on tape.

Resources Provided:

- List of websites
- Handouts
- Laptops and online textbook



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:	English (Tomorrow's Teachers)	Grade Level:	11th, 12th	Unit Title:	Experiencing the Classroom
Created:	2024	Board Approved on:			



Unit Overview Template

Content Area: English (Tomorrow's Teachers)	Grade Level: 11th, 12th	Unit Title: Experiencing the Teaching Profession
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Unit Summary: Students will be provided opportunities to examine their interests, abilities, values, and professional priorities while considering a career as a teacher. Topics explored range from the evolving nature of the teaching profession to various avenues for seeking certification and employment.

Primary Interdisciplinary Connections:

[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: In order to find their place in our educational system, students need to develop an understanding of the history of education in our state and nation and gain insight into the structure and function of our schools.

Learning Targets

Standards: NJSLS Reading and Writing

RI.TS.11-12.4	Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.PP.11-12.5	Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
W.WP.11-12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.WR.11-12.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Unit Essential Questions:

- What is my personal Philosophy of Education?
- What are the values and ethics required of teachers?
- How can we conduct civilized debates on topics relevant to education?



Unit Enduring Understandings:

- There are several different schools of philosophy that can guide a teacher in creating a personal Philosophy of Education.
- A Code of Conduct exists for teachers in many states.
- Violating the Code of Conduct can lead to dismissal.
- A formal debate process allows for a thorough examination of all sides of a topic.

Unit Learning Targets:

Students will participate in a field experience, which allows them to observe a cooperating teacher, begin to assist the teacher, and eventually teach their own lesson to the class.



Evidence of Learning

Summative Assessment: Field Experience 5-6 weeks/Lesson Taught to Cooperating Teacher's Class

Equipment Needed: Laptops

Teacher Resources: Lesson Plan developed with Cooperating Teacher

Formative Assessments:

- Philosophy of Education
- Code of Conduct Lists
- Debate Notes with Sources
- Completed Debate
- Lesson Plan



Lesson Plans

Lesson	Time Frame
Lesson 1 Educational Philosophy	1.4 hours/2 days
Lesson 2 Code of Conduct	1.4 hours/2 days
Lesson 3 Separate But Unequal/Debates	5 days

Teacher Notes:

The Field Experience can be scheduled before or after spring break. Typically, we have scheduled it before because of AP Testing. However, teachers can use their discretion (and the schedules at the other schools) when making arrangements.

Curriculum Development Resources/Technology Resources:

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

http://www.surveymonkey.com/s.aspx?sm=FLKhxYMN_2fP9jWjbXH_2brfWg_3d_3d

<http://w3marietta.edu/goldenc/courses/educ110/PhilEducActivity.pdf>

<https://ctl810.wikispaces.com/file/view/paei.tex.pdf>



Lesson Plan 1 Template

Content Area: English (Tomorrow's Teachers)	Lesson Title: Educational Philosophy	Time Frame: 1.4 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: Philosophy, Social Studies, Psychology

Integration of Technology: Students will be using technology to conduct research in several areas and to take online quizzes and surveys related to their personal philosophy of education.

Equipment Needed: laptops, online textbook, online quizzes and surveys

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - be able to identify and analyze the impact of key historical and educational events in the United States. - evaluate various educational philosophies. - begin developing their own personal philosophy of education. - research and report on key educational philosophers of the past.	Lesson Sequence - Present information on the six major schools of educational philosophy: essentialism, progressivism, perennialism, existentialism, behaviorism, and reconstructionism. - Students will be assigned a particular philosopher and will complete the "Research a Philosopher" handout. - Students will present their findings to the class regarding their particular philosopher. - Students will write their own Philosophy of Education, drawing upon	- Completed handout - Presentation - Completed Educational Philosophy



	what they have learned about the various educational philosophers and schools of educational philosophy.	
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Differentiation:

Students may choose to incorporate the views of an educational philosopher or may choose to incorporate their own views (or a combination of their own views and an existing philosophy) when writing their personal Philosophy of Education.

Resources Provided:

- Overview of Educational Philosophers (online textbook)
- Links to Questionnaires
- Handouts



Lesson Plan 2 Template

Content Area: English (Tomorrow's Teachers)	Lesson Title: The Teacher Code of Conduct	Time Frame: 1.4 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: Philosophy, Psychology, Social Studies, Ethics

Integration of Technology: Students will research real cases in which teachers were dismissed for violating the Code of Conduct in their states.

Equipment Needed: laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - analyze and interpret current state codes of educator conduct. - generate a list of the basic expectations for professional conduct that teachers must follow. - examine cases in which teachers were dismissed for violating the code of conduct. - identify which elements of the code of conduct were violated in those cases.	Lesson Sequence - Generate a list on the board of basic expectations that the students believe all teachers should follow. - Compare the students' list with the Standards of Conduct for South Carolina Educators (provided in the online textbook). - Divide students into groups to research news reports of teachers who were dismissed for violating the Code of Conduct. Ask students to identify which elements of the code were violated and whether they believe	- Completed list. - Research notes. - Presentations.



	the correct decision was made in each instance regarding the teacher's dismissal. 4. Students will report their cases to the class.	
Differentiation: Students who have decided to not go into the teaching profession may research the code of conduct for other professions.		
Resources Provided: • Standards of Code of Conduct for South Carolina Educators • Links to news articles • Online textbook		



Lesson Plan 3 Template				
Content Area:	English (Tomorrow's Teachers)	Lesson Title:	Integration: Separate but (Un)Equal	Time Frame: 3.4 hours/5 days
Lesson Components				
<u>21st Century Themes</u>				
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy X Health Literacy				
<u>21st Century Skills</u>				
X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy				
Interdisciplinary Connections: History, Law				
Integration of Technology: Students will view debates and conduct research in order to participate in their own formal debate.				
Equipment Needed: Laptops, DVD player				

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - analyze the historical events and social impact of integration in schools. - examine the procedure for a formal debate. - choose a debate topic. - participate in a formal debate.	Lesson Sequence - View clips from <i>The Great Debaters</i> in order to view the impact of segregation on students and to see a formal debate in action. - The class will choose a topic relevant to education (e.g. whether or not the SAT should be discontinued as a factor for college admission). - The class will be divided into two groups (possibly four, depending on the size of the class). - Students will have two days in class to work together to research their topics and decide which	- Exit Card regarding the impact of segregation - Research Notes for Debate (with citations) - Debate Performance including the ability to execute a successful rebuttal



person will present each argument. Sources must be cited by each speaker as they present their arguments.

5. We will conduct a formal debate according to debate order and rules.
6. At the end of the debate, students will give each other feedback and try to come to a consensus about which side had the more persuasive argument.

Differentiation:

Student choice of topics and order of speakers. Student choice of method for speaking notes (handwritten, typed, index cards, etc.)

Resources Provided:

- List of Debate Topics
- Formal Debate Guidelines
- Film examples of debates



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:	English (Tomorrow's Teachers)	Grade Level:	11th, 12th	Unit Title:	Experiencing the Teaching Profession
Created:	2024	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:



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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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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



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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



SPRINGFIELD PUBLIC SCHOOLS

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

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Accommodations and Modifications for ESL Students

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

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

Mission Statement

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

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

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

Goals:

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

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

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

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

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

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

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

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

Procedures

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

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

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

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

Resource Links

https://riversideinsights.com/cognitive_abilities_test

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

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

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

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

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

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

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

NJDOE Fast Facts

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

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

Math/ELA

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

STEM

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

Enrichment Events

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