



Jefferson Township Public Schools – SEPAG Presentation

January 31, 2024

Welcome

- Topics for tonight's presentation
 - Curriculum
 - Student learning styles
 - Modifications & accommodations
 - Benchmarks & goals
 - Ways to support your child's learning
 - Communication
 - Role of director vs. supervisor

Preschool Curriculum

The Creative Curriculum Guided Edition is being implemented as the curriculum for all our preschool classes.

- a comprehensive, research-based curriculum that features hands-on, project-based investigations as a pathway to learning
- theme-based lessons engage students in social-emotional development, physical and cognitive development and learning in language & literacy, math, science & technology
- themes include water, trees, clothes, buildings, exercise, wheels, recycling, and many more

Curriculum for Grades K-12

- New Jersey Student Learning Standards
 - 2020 NJSLS
 - Career Readiness, Life Literacies & Key Skills
 - Comprehensive Health & Physical Education
 - Computer Science & Design Thinking
 - Science
 - Social Studies
 - Visual & Performing Arts
 - World Languages
 - 2023 NJSLS ELA & Mathematics - revised curricula will be adopted for the 24-25 SY

[NJ DOE Student Learning Standards website](#)

Curriculum (continued)

- Each standard provides a framework of concepts and skills to be integrated into the foundational, academic, and technical content areas to prepare students to engage in the postsecondary option of their choice.
- The ELA, Math, and Science standards are designed with specific grade-level learning goals while the other 6 standards set learning goals by grade band
 - by the end of grade 2
 - by the end of grade 5
 - by the end of grade 8
 - by the end of grade 12

Career Readiness, Life Literacies & Key Skills

Disciplinary Concepts

Standard 9.1 - Financial Literacy

Standard 9.2 - Career Awareness

Standard 9.3 - 21st Century Life and Careers

Standard 9.4 - Life Literacies & Key Skills

Comprehensive Health & Physical Education

Disciplinary Concepts

- Personal Growth & Development
- Pregnancy & Parenting
- Emotional Health
- Social & Sexual Health
- Community Health Services & Support
- Movement Skills & Concepts
- Physical Fitness
- Lifelong Fitness
- Nutrition
- Personal Safety
- Health Conditions, Diseases, & Medicines
- Alcohol, Tobacco, & other Drugs
- Dependency, Substances Disorder, & Treatment

Computer Science & Design Thinking

Disciplinary Concepts

- Computing Systems
- Networks and the Internet
- Impacts of Computing
- Data & Analysis
- Algorithms & Programming

English Language Arts

- Reading -
 - Literary Texts
 - Informational Texts
- Writing
- Speaking & Listening
- Language
 - Foundational Skills: Reading
 - Foundational Skills: Writing

Science

Disciplinary Core Ideas and Performance Expectations

Disciplinary Core Idea

Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models.

Performance Expectation

Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

Science and Engineering Practices

Developing and Using Models

Develop and use a model to describe phenomena.

Crosscutting Concepts

Scale, Proportion, and Quantity

Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.

Social Studies

Disciplinary Concepts

- 6.1 U.S. History in the World (grades K-12)
- 6.2 World History (grades 8-12)
- 6.3 Active Citizenship in the 21st Century (grades K-12)

Visual & Performing Arts

Disciplinary Concepts

- Creating
 - Conceptualizing & generating ideas
 - Organizing & developing ideas
 - Refining & completing products
- Performing/Presenting/Producing
 - Developing & refining techniques and models/steps needed to create products
 - Selecting, analyzing, and interpreting work
 - Conveying meaning through art
- Responding
 - Perceiving & analyzing products
 - Applying criteria to evaluate products
 - Interpreting intent & meaning
- Connecting
 - Synthesizing & relating knowledge & personal experiences to create products
 - Relating artistic ideas & works within societal, cultural, & historical contexts to deepen understanding

World Languages

Benchmarked by proficiency levels: novice (low, mid, high), intermediate (low, mid, high), and advanced low

Each proficiency level features modes of communication, which represents the 3 core standards of World Languages

- Interpretive mode
- Interpersonal mode
- Presentational mode

Practices

- | | | |
|---------------|---------------|---------------|
| - Communicate | - Cultures | - Connections |
| - Comparisons | - Communities | |

JTPS Curriculum

5-year curriculum review cycle

Review -> Revise -> Adopt -> Implement

District curriculum directory is accessible on the district [website](#)

Curriculum includes for each unit of study

- enduring understandings
- essential questions
- knowledge and skills
- sample lesson plans
- accommodations and modifications for 504, IEP, & ELL students
- types of assessments to measure student learning
- bibliography
- resources

High School Graduation Requirements

120 HS Credits as required in
[N.J.A.C 6A:8-5.1](#)

AND

[Assessment Requirement](#)

NJGPA - must demonstrate proficiency in ELA & Mathematics or through 2nd or 3rd Pathway

Content Area	Credits and additional requirements
English Language Arts	20 credits
Mathematics	15 credits including: <ul style="list-style-type: none">• Algebra I or the content equivalent²• Geometry or the content equivalent²• Third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college and 21st century careers
Science	15 credits with at least 5 credits in each: <ul style="list-style-type: none">• Laboratory biology/life science or the content equivalent• Laboratory/inquiry-based science course (i.e., chemistry, environmental science, or physics)• Laboratory/inquiry-based science course
Social Studies	15 credits including: <ul style="list-style-type: none">• 5 credits in world history• Integration of civics, economics, geography and global content in all course offerings• N.J.S.A. 18A:35-1 and 18A:35-2
Financial, Economic Business, and Entrepreneurial Business Literacy	2.5 credits
Health, Safety, and Physical Education	15 credits over four years including: <ul style="list-style-type: none">• 3 ¾ credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week each year• N.J.S.A. 18A:35-5, 18A:35-7 and 18A:35-8
Visual and Performing Arts	5 credits
World Languages	5 credits
Technology	Integrated throughout all courses
21 st Century Life and Careers	5 credits

Student Learning Styles

Individual student learning needs are determined by the accommodations and modifications in their IEP

Teachers & paraprofessionals receive ongoing training on how to address varied learning styles through their instruction and day-to-day interactions with their students

For example - a teacher may ask students at the start of class how they best want to learn a particular topic and then the teacher tailors the lesson to the individual learning styles (read aloud, watch a video, stand while learning, etc.)

[Learning Styles Self Assessment](#)

Modifications & Accommodations

Each person has different challenges. Classroom accommodations for one student with a diagnosis may not work for the other students. To best help each student, teachers will speak with the student, other teachers, and the student's parents to learn which accommodations work best for each child. It is important for the child be an active participant in telling their teacher what they need.

[Accommodations for Learning Differences](#)

Benchmarks & Goals

- Specific to individual classes & programs
- State Assessments - NJSLA, NJGPA, ACCESS for ELLs, DLM
- LinkIt Form A, B, and C
- Teacher-created assessments (formative and Summative)

IEP Goals & Objectives

- Progress is monitored once per marking period and results are communicated to parents
- this data is discussed at the annual IEP meeting and used to determine a student's progress toward meeting their annual goals

Supporting Your Child's Learning

- Have conversations with your child about school
- Monitor Google Classroom
- Check the Realtime Parent Portal for grades ro missing assignments
- Review daily homework assignments
- Have a positive attitude and positive conversations with your child about school and learning

Communication is Key

Create a proactive partnership with your child's teacher

Who do I contact with a questions about -

- classwork, a lesson, or assignment - **your child's teacher(s)**
- your child's IEP, test accommodations, related services - **your child's case manager**
- if you have a question related to district curriculum, procedures, available accommodations and modifications - **Supervisor of Special Education**
- if you have questions related to your child's IEP programming or unanswered Child Study Team questions - **Director of Special Services**

Director of Special Services

Job Responsibilities (a few of many)

- Oversee the district Child Study Team procedures & responsibilities in accordance with law and code
- Coordinate & oversee district speech program
- Oversee out-of-district placement services and tuition programs
- Conduct interviews for CST and speech openings
- Facilitate any special transportation needs for IEP students
- Plan and implement ESY
- Supervise, facilitate, and direct all preparation for the special education state monitoring process
- Facilitate the BOE and state due process procedures related to special education

Supervisor of Special Education

Job Responsibilities (a few of many)

- Assist in development and implementation of district curriculum and serve as a resource on curriculum questions and techniques
- Provide support to teachers in resolving instructional problems
- Promote vertical and horizontal articulation of curriculum
- Review and provide feedback on lesson plans
- Collaborate with other content-area supervisors on curriculum
- Conduct department meetings with special education teachers
- Assist in planning and providing professional development
- Parent resource
- Assist in creating the MS and HS master schedules
- Evaluate teachers
- Hire and schedule paraprofessionals

THANK YOU!