



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

Springfield Public Schools
Springfield, New Jersey 07081

Art
Grade 3

Curriculum Guide

2025

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

Springfield Board of Education
Approved February 24, 2025

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:20

Introduced By: Mrs. Turnbull

Seconded By: Mrs. Murphy

Adopted: February 24, 2025

Curriculum Revisions

To approve the following curriculum revisions.

- a. Elementary School Level
 - i. Grade 3 Art
 - ii. Vocal/General Music Grade 5
 - iii. Instrumental Grade 5
- b. Middle School Level
 - i. Grade 6 Theater 101
 - ii. Introduction to Dance
 - iii. Music 8 21st Century Musician
 - iv. Art Grade 6
 - v. Grade 6 3d Art
- c. High School
 - i. Accounting I
 - ii. Accounting II
 - iii. Dance Fitness
 - iv. Intro to Technical Theater
 - v. Intro to Lighting and Sound
 - vi. Music Production Lab I
 - vii. Music Production Lab II
 - viii. Foundations in Studio Art

Michelle Calas, School Business Administrator/Board Secretary

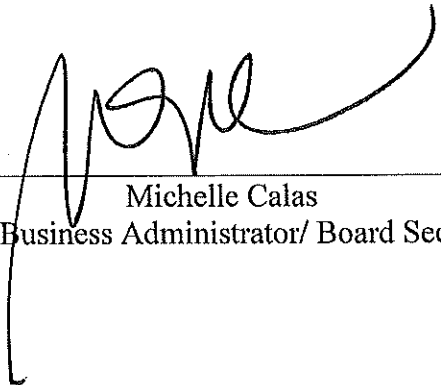
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(continued)

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 February 24, 2025 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 25th day of February 2025.

SEAL



Michelle Calas
School Business Administrator/ Board Secretary



SPRINGFIELD PUBLIC SCHOOLS
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Springfield Public Schools Springfield, New Jersey

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent of Curriculum and Instruction**

Curriculum Developed By:

Timothy Kielty ~ Principal of Thelma L. Sandmeier Elementary School

Dave Rennie ~ Principal of James Caldwell Elementary School

Ashley Bauers ~ Coordinator of Visual, Performing & Practical Arts

Kim Noto~Art Teacher



Unit Overview Template

Content Area:	Visual Art	Grade Level:	3	Unit Title:	Symbols and Metaphors
Unit Summary: Winter Memory					
Primary Interdisciplinary Connections: Social Studies, Language Arts					
21st Century Themes x Creativity and Innovation x Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy x Life and Career Skills x Communication and Collaboration x Media Literacy					
Unit Rationale: The students will create a winter memory by using symbols and metaphors by using a variety of art mediums.					
Career Readiness: 9.2, 9.4					

Learning Targets

Standards: 1.5.5; SEL.PK.12.3; 6.1.5; W.WR.3.5	
Content Statements: Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 6: Conveying meaning through art. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Core Idea: Interactions of people and events throughout history have shaped the world we experience today. Research Writing SEL.PK-12.3: Social Awareness Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential. Core Idea: Culture and geography can shape an individual's experiences and perspectives.	
CPI#:	Cumulative Progress Indicator (CPI):
1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
1.5.5.Re7b	Analyze visual arts including cultural associations.
1.5.5.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.



W.WR.3.5	Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.

Unit Essential Questions:

- How does collaboration expand the creative process?
- How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences?
- How do life experiences influence the way you relate to art?
- How does engaging in creating art enrich people's lives?

Unit Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed.
- Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues, communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.
- Visual arts influences understanding of and responses to the world.
- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Unit Learning Targets:

Students will....

- create a winter memory by using their life experiences.
- use a variety of mediums to recreate their specific event.

Evidence of Learning

Summative Assessment: 4 days

Equipment Needed: 8 1/2" x 11" drawing paper, oil pastels, markers, colored pencils

Teacher Resources: Art Historical examples of Currier & Ives as well as Norman Rockwell, examples of various winter scenes both indoor and outdoor.

Formative Assessments:

- Portfolio rubric for student hands on artwork.
- Guided practice.
- Class critique that involves group reflection on the differences between historical references vs personal creations.
- Self reflecting 4 category rubric that demonstrates learning on color blending techniques, color decisions, symbolism choices and overall composition of the winter scene.
- Critique that is written that cites the concepts, vocabulary and skills from the rubrics.



Lesson Plans

Lesson	Time Frame
Lesson 1 Sketch from memory	1 day
Lesson 2 Final draft with medium choice	2 days
Lesson 3 Class Critique and self critique	1 day

Teacher Notes: All activities can be modified by splitting up students into smaller groups or participating in the projects from a desk/table.

Curriculum Development Resources/Technology Resources:

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

<http://www.currierandives.com/>

<http://www.nrm.org/about-2/about-norman-rockwell/>



Lesson Plan 1 Template

Content Area: Visual Art Lesson Title: Sketch from Memory Time Frame: 1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies, Language Arts

Integration of Technology:

Students research various websites to find information about winter scenes created throughout history.

Projection of Currier & Ives as well as Norman Rockwell examples for a comparison discussion to winter scenes created today.

Equipment Needed: sketchbook, paper, pencils

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - think, pair and share about winter memories. - choose one memory and list key symbols from that scene. - sketch from memory.	Lesson Sequence - Project winter scenes of Currier & Ives - Ask students to brainstorm ideas of things that happen during the winter. - Sketch a winter memory in their sketchbook - Reflective Discussions	- Visual Monitoring - Guided practice - Student compilation of ideas in sketchbooks
Differentiation: Group investigation: The lesson will allow students to work together as a group to identify winter scenes throughout the world as well as discover the meanings behind various symbols and colors used. Think, Pair, Share by readiness, interest, learning style: Students will discuss and decide which winter scenes had an impact on their own decision making for their own creation.		
Resources Provided: - Laptop and projector to display indoor and outdoor winter scene examples for class discussion. - iPads for students to research winter scenes created by Currier & Ives as well as Norman Rockwell with a group. - iPads for students to research and discuss the different techniques and materials used to color each winter scene.		



Lesson Plan 2 Template

Content Area: Visual Art Lesson Title: Final Draft Time Frame: 2 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies: Paintings and drawings of winter scenes are done for various reasons. Throughout history, different materials and mediums were used to further emphasize the symbolism for each winter scene.

Integration of Technology: iPads for students to research and discuss the different techniques and materials used to color each winter scene.

Equipment Needed: sketchbook, 8 1/2" x 11" drawing paper, oil pastels, markers, colored pencils

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Experiment with the variety of mediums. - Choose 1 or a combination of many mediums to apply color.	Lesson Sequence - Demonstrate the proper use of all mediums. - Students will experiment with all of the mediums provided in their sketchbooks. - Students will pencil sketch the memory on the final draft. - Choice of medium(s) will be utilized to apply color. - Clean Up - Reflective Discussions	- Visual Monitoring - Students' artwork - Portfolio rubric for student hands on artwork. - Group reflection on the differences between historical references vs personal creations.
Differentiation: Independent research and projects: Students will have a choice of which mediums(Markers, oil pastels, crayons, colored pencils) will be utilized to create a winter scene from their own perspective.		
Resources Provided: - iPads for students to research winter scenes if needed for photo references to draw from. - iPads for students to research and discuss the different techniques and materials used to create their own personal winter scene.		



Lesson Plan 3 Template

Content Area: Visual Art Lesson Title: Critique Time Frame: 1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts: Follow the language art curriculum and standards to ensure proper demonstration of ideas and thoughts.

Integration of Technology: Projection of winter scenes vs. students' work

Equipment Needed: Paper, pencils, rubrics

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will be able to assess and critique the effectiveness of the application of the elements of art and principles of design in the artwork of their classmates during critique. - present their winter scene to the class and have the opportunity to explain why they chose certain design elements and colors.	Lesson Sequence - Is there a piece you would like to talk about? - Why do you like this winter memory? - Do you think about this memory and why? - Can you tell if the student/artist has used emotion when creating this composition?	- Self reflecting 4 category rubric that demonstrates learning on color blending techniques, color decisions, symbolism choices and overall composition of the winter scene. - Class critique that involves group reflection on the differences between historical references vs personal creations. - Critique that is written that cites the concepts, vocabulary and skills from the rubrics.
Differentiation: Open ended activities: Class discussion about suggestions and reflection of winter scenes. Leveled rubrics: Self reflective rubrics will be utilized to assess themselves as well as assist them in properly critiquing others projects.		
Resources Provided: - Examples of student work - Self reflecting 4 category rubric		



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: Visual Art	Grade Level: 3	Unit Title: Symbols and Metaphors
Created: Kim Noto	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Visual Art	Grade Level:	3	Unit Title:	Color Theory/Apply Color Knowledge
Unit Summary: Color Theory and Color Mixing Collage					
Primary Interdisciplinary Connections: Technology					
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 students will understand that when the primary colors are mixed they create secondary colors.				
Career Readiness:	9.2,9.4				

Learning Targets

Standards:	1.5.5; SEL.PK-12.1
Content Statements:	Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 8: Interpreting intent and meaning. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. SEL.PK-12.1: Self-Awareness Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential. Core Idea: Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.
CPI#:	Cumulative Progress Indicator (CPI):
1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
1.5.5.Pr5a	Prepare and present artwork safely and effectively.
1.5.5.Re8a	Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.
SEL.PK-12 1.1	Recognize one's feelings and thoughts



9.2.5.CAP.4 Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4.5.DC.4 Model safe, legal, and ethical behavior when using online or offline technology.

Unit Essential Questions:

- How do artists work?
- How do artists grow and become accomplished in art forms?
- How does refining artwork affect its meaning to the viewer?
- How does knowing and using art vocabulary help us understand and interpret works of art?
- How does art preserve aspects of life?

Unit Enduring Understandings:

- People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Unit Learning Targets:

Students will

- learn the mixing of primary colors to create the secondary colors.
- create a color wheel.
- cut geometric and organic shapes from the color mixing and arrange them to create a collage.



Evidence of Learning

Summative Assessment: 6 days

Equipment Needed: paint, brushes, paper, scissors, glue sticks

Teacher Resources: Food Dye, Henri Matisse presentation

Formative Assessments:

- Portfolio rubric for student hands on artwork.
- Guided practice.
- Class critique that involves group reflection on the differences between historical references vs personal creations.
- Self reflecting 4 category rubric that demonstrates learning on color blending techniques, color decisions, shape choices and overall composition of the collage.
- Critique that is written that cites the concepts, vocabulary and skills from the rubrics.

Lesson Plans

Lesson	Time Frame
Lesson 1 Color mixing	1 day
Lesson 2 Color wheel, cut and collage	4 days
Lesson 3 Henri Matisse, Class Critique & self critique	1 day

Teacher Notes: All activities can be modified by splitting up students into smaller groups or participating in the projects from a desk/table.

Curriculum Development Resources/Technology Resources:

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

<https://www.henrimatisse.org>

<http://www.enchantedlearning.com/crafts/Colormixing.shtml>

<https://thevirtualinstructor.com/Color.html>

<https://www.youtube.com/watch?v=g5BHxozBPuA>

📺 Art with Mati and Dada – Henri Matisse | Kids Animated Short Stories in English



Lesson Plan 1 Template

Content Area: Visual Art Lesson Title: Color Mixing Time Frame: 1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Technology

Integration of Technology: Henri Matisse presentation that has the students identify the various colored shapes that he used to collage his compositions.

Equipment Needed: Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate an understanding of how colors interact and how colors are made. - classify Secondary colors.	Lesson Sequence - Identify Primary(RYB) & Secondary(GOP) colors. - Demonstrate how to apply and mix paint to create color. - Distribute paint to students. - Students will apply paint to paper making sure all 6 colors are present. - Place papers on the drying rack. - Place materials in the sink. - Clean Up - Reflective Discussions	- Visual Monitoring - Student compilation of ideas in sketchbooks - Guided practice
Differentiation: Varied supplemental materials: The lesson will allow students to explore expressive qualities of color through a review of the color wheel and color mixing. Stations/Centers: Different stations will be set up where students will choose which colors will be mixed and used in their painting.		
Resources Provided: - Henri Matisse presentation - Laptop and projector to display color collages throughout history for class discussion - iPads for students to research Secondary colors and locate those colors in each of Matisse's paintings with a group		



Lesson Plan 2 Template

Content Area: Visual Art Lesson Title: Color Wheel and Collage Time Frame: 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: Technology

Integration of Technology: Projector/iPads: Students are researching color wheels to make sure that their colors are put in the correct order. Students are researching Matisse and his collages to give inspiration in their own collage creation.

Equipment Needed: Scissors, glue, paper

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will demonstrate an understanding that grouping, arranging and manipulating color and other art elements can lead to artwork that exemplifies personal response to creative problems. - Students will create a paper assemblage using their painting of primary and secondary colors as source material for a cut-up collage. - Identify the difference between Geometric vs. Organic shapes.	Lesson Sequence - Discuss what a collage is. - Display various collage examples. - Students will draw geometric and organic shapes on top of their previous painting. - Students will cut and/or tear their paintings. - They will arrange the pieces by overlapping them. - They will glue the pieces down onto a blank paper. - Clean Up - Reflective Discussions	- Visual Monitoring - Group reflection on the differences between historical references vs personal creations. - Portfolio rubric for student hands on artwork.
Differentiation: Exploration by interest: Students have a choice of geometric and organic shapes as well as the arrangement when creating the collage.		
Resources Provided: iPads to view the visuals of Henri Matisse's collage work.		



Lesson Plan 3 Template

Content Area: Visual Art Lesson Title: Critique Time Frame: 1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Technology

Integration of Technology: Projection of Matisse's work vs. students' work

Equipment Needed: Paper, pencils, rubrics

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will be able to assess and critique the effectiveness of the application of the elements of art and principles of design in the artwork of their classmates during critique. - Present their collage to the class and have the opportunity to explain why they chose certain design elements and colors.	Lesson Sequence - Is there a piece you would like to talk about? - Why do you like this collage? - Do you think this collage resembles any object or creature? - Can you tell if the student/artist has used more warm colors or cool colors? - What types of shapes has the student used?	- Self reflecting 4 category rubric that demonstrates learning on color blending techniques, color decisions, shape choices and overall composition of the collage. - Class critique that involves group reflection on the differences between historical references vs personal creations. - Critique that is written that cites the concepts, vocabulary and skills from the rubrics.
Differentiation: Open ended activities: Class discussion about suggestions and reflection of collages. Leveled rubrics: Self reflective rubrics will be utilized to assess themselves as well as assist them in properly critiquing others projects.		
Resources Provided: - Examples of student work - Self reflecting 4 category rubric		



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: Visual Art	Grade Level: 3	Unit Title: Color Theory/ Apply Color Knowledge
Created: Kim Noto	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Visual Art	Grade Level:	3	Unit Title:	Visual Puns
Unit Summary: Puns					
Primary Interdisciplinary Connections: Language Arts					
21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ☐ ICT Literacy ✕ Information Literacy ✕ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: The students will understand the significance of a pun and create a visual representation of one.					
Career Readiness): 9.2,9.4					

Learning Targets

Standards: 1.5.5; L.VL.3.2; SEL.PK-12.4	
Content Statements: Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Vocabulary Acquisition, Use and Literal Meaning SEL.PK-12.4: Responsible Decision-Making Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential. Core Idea: Digital tools have positively and negatively changed the way people interact socially.	
CPI#:	Cumulative Progress Indicator (CPI):
1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.
1.5.5.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
L.VL.3.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
SEL.PK-12.4. 3	Evaluate personal, ethical, safety and civic impact of decisions



9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
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9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
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Unit Essential Questions:

- Why do artists follow or break from established traditions?
- How do artists and designers learn from trial and error?
- What can we learn from our responses to art?
- How does making art attune people to their surroundings?

Unit Enduring Understandings:

- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Visual arts influences understanding of and responses to the world.
- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Unit Learning Targets:

Students will

- explore a play on words as a source for art making.
- explore on the internet for visual puns that were already created.
- relate to their spelling words from class to create a class list of pun examples.



Evidence of Learning

Summative Assessment: 4 days

Equipment Needed: paper, pencil, markers

Teacher Resources: Visual Pun examples

Formative Assessments:

- Portfolio rubric for student hands on artwork.
- Guided practice.
- Class critique that involves group reflection on the differences between historical references vs personal creations.
- Self reflecting 4 category rubric that demonstrates learning on color blending techniques, pun representation, background and overall composition of the pun.
- Critique that is written that cites the concepts, vocabulary and skills from the rubrics.

Lesson Plans

Lesson	Time Frame
Lesson 1 What is a Pun?	1 day
Lesson 2 Pun Drawing	2 days
Lesson 3 Class Critique and self critique	1 day

Teacher Notes: All activities can be modified by splitting up students into smaller groups or participating in the projects from a desk/table.

Curriculum Development Resources/Technology Resources:

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

<http://www.sparkypower.com/VisualPuns/>



Lesson Plan 1 Template

Content Area: Visual Art Lesson Title: What is a Pun? Time Frame: 1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts: Students are connecting their visual representations to their language skills.

Integration of Technology: Students use laptops and iPads to research Pun examples

Equipment Needed: laptops and iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - think, pair, share about what a pun is. - identify objects in a different way - work with word play. - correlate their spelling words to use as a visual pun.	Lesson Sequence - Define a pun- A play on words, usually the assignment of different meanings to similarly sounding words or phrases, with humorous intent. - Define a visual pun- a drawing, cartoon, photograph, etc. depicting objects arranged so that the names of the objects or a description of their placement suggests a play on words. - Encourage students to think of as many puns as they can, and list these on the board. - Describe a picture that would illustrate one or several of these puns. (A dog in the sun, etc.) Draw one or more of these examples for the class.	- Visual Monitoring - Student interaction/critique to guess each others' pun - Student compilation of ideas in sketchbooks - Guided practice



- | | | |
|--|--|--|
| | <ol style="list-style-type: none">5. Have each student create a line sketch of a simple pun from the list.6. Clean Up7. Reflective Discussions | |
|--|--|--|

Differentiation:

Group investigation: The lesson will allow students to work together as a group to identify puns created throughout the world.

Think, Pair, Share by readiness, interest, learning style: Students will discuss and decide which pun had an impact on their own decision making for their own creation.

Resources Provided:

- Laptop and projector to display pun examples for class discussion.
- iPads for students to research puns with a group.
- iPads for students to research and discuss the different techniques and materials used to color each pun example.



Lesson Plan 2 Template

Content Area: Visual Art Lesson Title: Visual Pun Time Frame: 2 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts: Students are connecting their visual representations to their language skills.

Integration of Technology: iPads for students to research and discuss the different techniques and materials used to color each pun example.

Equipment Needed: Paper, pencils, markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - create images from dialogue. - sketch for idea development, idea formation. - select colors that support ideas. - incorporate a background to further emphasize the pun.	Lesson Sequence - Choose 1 pun - Draw a few examples that further emphasize double meaning - Choose colors that go well with the drawing and concept - Add a background - Color in with markers - Clean Up - Reflective discussion	- Visual Monitoring - Self reflecting 4 category rubric that demonstrates learning on color blending techniques, pun representation, background and overall composition of the pun.
Differentiation: Independent research and projects: Students will have a choice of which mediums(Markers, oil pastels, crayons, colored pencils) will be utilized to create a pun they will like to create and a background that goes well with it.		
Resources Provided: iPads for students to research and discuss the different techniques and materials used to color each pun example.		



Lesson Plan 3 Template

Content Area: Visual Art Lesson Title: Critique Time Frame: 1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts: Follow the language art curriculum and standards to ensure proper demonstration of ideas and thoughts.

Integration of Technology: Projection of puns vs. students' work

Equipment Needed: Paper, pencils, rubrics

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will be able to assess and critique the effectiveness of the application of the elements of art and principles of design in the artwork of their classmates during critique. - Present their pun to the class and have the opportunity to explain why they chose certain design elements and colors.	Lesson Sequence - Is there a piece you would like to talk about? - Why do you like this pun? - Is there anything that the artist could have done differently?	- Class critique that involves group reflection on the differences between historical references vs personal creations. - Critique that is written that cites the concepts, vocabulary and skills from the rubrics. - Self reflecting 4 category rubric that demonstrates learning on color blending techniques, pun representation, background and overall composition of the pun.
Differentiation: Open ended activities: Class discussion about suggestions and reflection of puns. Leveled rubrics: Self reflective rubrics will be utilized to assess themselves as well as assist them in properly critiquing others projects.		
Resources Provided: - Examples of student work - Self reflecting 4 category rubric		



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: Visual Art	Grade Level: 3	Unit Title: Visual Puns
Created: Kim Noto	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Visual Art	Grade Level:	3	Unit Title:	Observational Drawing
Unit Summary: Students will learn how to properly shade the various values in each object with the use of a graphite pencil.					
Primary Interdisciplinary Connections: Social Studies					
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 students will understand what still life is and that every object has VALUE and will produce a shadow.				
Career Readiness:	9.2, 9.4				

Learning Targets

Standards:	1.5.5; SEL.PK-12.3.3; 6.1.5.HistoryCC.4;
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 6: Conveying meaning through art. Anchor Standard 9: Applying criteria to evaluate products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Core Idea: Interactions of people and events throughout history have shaped the world we experience today. SEL.PK-12.3: Social Awareness Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential. Core Idea: Digital tools have positively and negatively changed the way people interact socially.
CPI#:	Cumulative Progress Indicator (CPI):
1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
1.5.5.Re9a	Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.



6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions

Unit Essential Questions:

- What factors prevent or encourage people to take creative risks?
- How do artists and designers care for and maintain materials, tools and equipment?
- What is an art museum?
- How does one determine criteria to evaluate a work of art?
- How does art preserve aspects of life?

Unit Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed.
- People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
- Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues, communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.
- People evaluate art based on various criteria.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Unit Learning Targets:

Students will....

- demonstrate an elevated power of observation through a representational drawing of still life objects
- arrange the objects into a desired position and draw them from directly looking at every detail that is involved in each object.
- include details to the objects to capture the essence of the actual objects.



Evidence of Learning

Summative Assessment: 4 days

Equipment Needed: Still life objects, graphite pencils, paper, lamp

Teacher Resources: Historical slideshow of Paul Cezanne presentation, projection of grayscale still life visuals.

Formative Assessments:

- Portfolio rubric for student hands on artwork.
- Class critique that involves group reflection on the differences between historical references vs personal creations.
- Guided practice.
- Self reflecting 4 category rubric that demonstrates learning on still life drawing techniques, grayscale shading, correct shadows according to the light source and overall composition of the still life.
- Critique that is written that cites the concepts, vocabulary and skills from the rubrics.

Lesson Plans

Lesson	Time Frame
Lesson 1 Paul Cezanne presentation/Demonstration of proper shading	1 day
Lesson 2 Still life drawing	3 days
Lesson 3 Class Critique and self critique	1 day

Teacher Notes: All activities can be modified by splitting up students into smaller groups or participating in the projects from a desk/table.

Curriculum Development Resources/Technology Resources:

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

http://www.artble.com/artists/paul_cezanne

http://drawsketch.about.com/od/learntodraw/ss/shadingsteps_2.htm

<http://pencils.com/it-all-starts-with-a-mark/>

<https://edpuzzle.com/media/6470945ed38ce442c29aaa02>



Lesson Plan 1 Template

Content Area: Visual Art	Lesson Title: Paul Cezanne presentation/ Demonstration of proper shading	Time Frame: 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: Social Studies

Integration of Technology: Students utilize iPads and laptops to research various websites to find information about the different still life techniques and artists throughout specific moments in history.

Equipment Needed: Still life objects, graphite pencils, paper

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - identify the lightsource in Cezanne's work. - practice shading different VALUES by changing the pressure added to the pencil. - add a shadow under the objects according to the lightsource.	Lesson Sequence 1. Introduce Paul Cezanne and his still life drawings. 2. Explain what a still life drawing is. 3. Intro technique of Contour drawing. 4. Demonstrate that objects can be broken down into simple shapes. 5. Stress the importance of looking at objects while drawing. 6. Demonstrate proper shading according to the light source. 7. Review/Cleanup	- Visual Monitoring - Group reflection on the differences between historical references - Check for proper shading according to light
Resources Provided: - Laptop and projector to display visuals of Paul Cezanne's work for class discussion. - iPads and laptops for students to research various websites to find information about the different shading techniques and artists throughout specific moments in history.		



Lesson Plan 2 Template

Content Area: Visual Art Lesson Title: Still Life Time Frame: 3 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies

Integration of Technology: iPads will be utilized to compare students' shading techniques to one's created throughout history.

Equipment Needed: Still life objects, paper, graphite pencils

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - create a grayscale by using 1 graphite pencil in each row (Grayscale Value Scale). - demonstrate proper shading with graphite pencils according to the light source.	Lesson Sequence - Sketch the contour outline of the objects. - Stress the importance of looking at objects while drawing. - Place an arrow on the top left or right side of paper to represent the lightsource. - Shade the objects according to the lightsource. - Add details such as text/logos. - Add a shadow under all of the objects(cast shadow) - Clean Up	- Visual Monitoring - Check for proper shadow location and shading according to lightsource - Portfolio rubric for student hands on artwork. - Group reflection on the differences between historical references vs personal creations
Differentiation: Independent research and project: Students will research various still life examples and have the choice of the arrangement of objects as well as the location of the light source.		
Resources Provided: - Visuals of Paul Cezanne's work - Grayscale still life visuals https://edpuzzle.com/media/6470945ed38ce442c29aaa02		



Lesson Plan 3 Template

Content Area: Visual Art Lesson Title: Critique Time Frame: 1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies

Integration of Technology: Projection of Cezanne's work vs. students' work

Equipment Needed: Paper, pencils, rubrics

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Students will be able to assess and critique the effectiveness of the application of the elements of art and principles of design in the artwork of their classmates during critique.	Lesson Sequence - Is there a piece you would like to talk about? - Why do you like this still life? - Did the student shade appropriately according to the light source?	- Critique that is written that cites the concepts, vocabulary and skills from the rubrics. - Self reflecting 4 category rubric that demonstrates learning on still life drawing techniques, grayscale shading, correct shadows according to the light source and overall composition of the still life. - Class critique that involves group reflection on the differences between historical references vs personal creations.
Differentiation: Open ended activities: Class discussion about suggestions and reflection of still life drawings. Students will write about another student's work and describe what they like about their still life and their choice of objects. Leveled rubrics: Self reflective rubrics will be utilized to assess themselves as well as assist them in properly critiquing others projects.		
Resources Provided: - Self reflecting 4 category rubric - Examples of student work		



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: Visual Art	Grade Level: 3	Unit Title: Observational Drawing
Created: Kim Noto	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Visual Art	Grade Level:	3	Unit Title:	Shape and Composition
Unit Summary: Shape-Geometric and Organic Shapes Collage					
Primary Interdisciplinary Connections: Technology					
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 students will understand that Shapes can be found in their everyday lives. They are categorized into two areas: Organic & Geometric.				
Career Readiness:	9.2,9.4				

Learning Targets

Standards:	1.5.5; SEL.PK-12.3.3
Content Statements:	Anchor Standard 2: Organizing and developing ideas. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. SEL.PK-12.3: Social Awareness Core Idea: An individual’s passions, aptitude and skills can affect his/her employment and earning potential. Core Idea: Digital tools have positively and negatively changed the way people interact socially.
CPI#:	Cumulative Progress Indicator (CPI):
1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Pr5a	Prepare and present artwork safely and effectively.
1.5.5.Re7b	Analyze visual arts including cultural associations.
1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
Unit Essential Questions: • What responsibilities come with the freedom to create? • How does refining artwork affect its meaning to the viewer?	



- Where and how do we encounter visual arts in our world?
- How is art used to impact the views of a society?

Unit Enduring Understandings:

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Visual arts influences understanding of and responses to the world.
- People develop ideas and understandings of society, culture and history through their interactions.

Unit Learning Targets:

Students will....

- demonstrate an understanding that an imagined experience can be a source for art making.
- arrange Organic & Geometric shapes to create a collage.



Evidence of Learning

Summative Assessment: 5 days

Equipment Needed: Construction paper, glue stick, pencil, scissors

Teacher Resources: Eric Carle presentation

Formative Assessments:

- Portfolio rubric for student hands on artwork.
- Guided practice.
- Class critique that involves group reflection on the differences between historical references vs personal creations.
- Self reflecting 4 category rubric that demonstrates learning on layering techniques, color choices, shape choices and overall composition of the collage.
- Critique that is written that cites the concepts, vocabulary and skills from the rubrics.

Lesson Plans

Lesson	Time Frame
Lesson 1 Eric Carle & Collage history	1 day
Lesson 2 Cut and Collage	3 days
Lesson 3 Class Critique & self critique	1 day

Teacher Notes: All activities can be modified by splitting up students into smaller groups or participating in the projects from a desk/table.

Curriculum Development Resources/Technology Resources:

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

<https://eric-carle.com/about-eric-carle/>

<https://www.youtube.com/watch?v=NpSIOsv1bI8>



Lesson Plan 1 Template

Content Area: Visual Art Lesson Title: Eric Carle & Collage history Time Frame: 1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Technology

Integration of Technology: Eric Carle presentation that has the students identify the various colored shapes that he used to collage his composition.

Equipment Needed: Projector and iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - identify Organic & Geometric shapes. - identify the various types of collages. - discuss how Eric Carle compiled his shapes into collages.	Lesson Sequence - Display Carle's collage work - Students will identify the Organic & Geometric shapes in each as a group - Display the various types of collages - Sketch various collage ideas that involve both Organic & Geometric shapes - Composition needs to represent a recognizable image(s) - Clean Up - Reflective Discussions	- Visual Monitoring - Student compilation of ideas in sketchbooks - Guided practice
Differentiation: Varied supplemental materials: The lesson will allow students to explore various Organic & Geometric shapes. Stations/Centers: Different stations will be set up where students will choose which colors will be utilized for their shapes.		
Resources Provided: - Eric Carle presentation - Laptop and projector to display color collages throughout history for class discussion - iPads for students to research collages and locate which shapes were used in each of Carle's collages with a group		



Lesson Plan 2 Template

Content Area: Visual Art Lesson Title: Collage Time Frame: 3 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Technology

Integration of Technology: Projector/iPads:

Students are researching Carle and his collages to give inspiration in their own collage creation.

Equipment Needed: Scissors, glue, paper

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will demonstrate an understanding that grouping, arranging and manipulating color and other art elements can lead to artwork that exemplifies personal response to creative problems. - Students will create a paper assemblage using primary and secondary colors as source material for a cut-up collage. - Identify the difference between Geometric vs. Organic shapes.	Lesson Sequence - Review of what a collage is. - Display various collage examples. - Students will predraw their design on the paper. - Students will draw geometric and organic shapes on chosen colors of construction paper. - Students will cut out the shapes. - They will arrange the pieces on top of their pre-drawn sketch by overlapping them. - They will glue the pieces down onto a blank paper. - Clean Up - Reflective Discussions	- Visual Monitoring - Group reflection on the differences between historical references vs personal creations. - Portfolio rubric for student hands on artwork.
Differentiation: Exploration by interest: Students have a choice of geometric and organic shapes as well as the arrangement when creating the collage.		
Resources Provided: iPads to view the visuals of Carle's collage work		



Lesson Plan 3 Template

Content Area: Visual Art Lesson Title: Critique Time Frame: 1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Technology

Integration of Technology: Projection of Carle's work vs. students' work

Equipment Needed: Paper, pencils, rubrics

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will be able to assess and critique the effectiveness of the application of the elements of art and principles of design in the artwork of their classmates during critique. - Present their collage to the class and have the opportunity to explain why they chose certain design elements and colors.	Lesson Sequence - Is there a piece you would like to talk about? - Why do you like this collage? - Do you think this collage resembles any object or creature? - Can you tell if the student/artist has used more warm colors or cool colors? - What types of shapes has the student used?	- Self reflecting 4 category rubric that demonstrates learning on layering techniques, color choices, shape choices and overall composition of the collage. - Class critique that involves group reflection on the differences between historical references vs personal creations. - Critique that is written that cites the concepts, vocabulary and skills from the rubrics.
Differentiation: Open ended activities: Class discussion about suggestions and reflection of collages. Leveled rubrics: Self reflective rubrics will be utilized to assess themselves as well as assist them in properly critiquing others projects.		
Resources Provided: - Examples of student work - Self reflecting 4 category rubric		



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:	Visual and Performing	Grade Level:	3	Unit Title:	Shape and Composition
Created:	Kim Noto	Board Approved on:	Type Here		



Unit Overview Template

Content Area:	Visual Art	Grade Level:	3	Unit Title:	Form and Composition/ Color & Sculpture
Unit Summary: Form: Recyclable Sculpture					
Primary Interdisciplinary Connections: Language Arts					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	The students will understand that Forms can be found in their everyday lives. Form is different from a Shape because it is three dimensional and not flat.				
Career Readiness:	9.2, 9.4				

Learning Targets

Standards:	1.5.5; W.WR.3.5; SEL.PK-12.2
Content Statements:	Anchor Standard 2: Organizing and developing ideas. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 9: Applying criteria to evaluate products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Writing Domain SEL.PK-12.2: Self-Management Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential. Core Idea: Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.
CPI#:	Cumulative Progress Indicator (CPI):
1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Pr5a	Prepare and present artwork safely and effectively.
1.5.5.Re7b	Analyze visual arts including cultural associations.
1.5.5.Re9a	Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
1.5.5.Cn11b	Communicate how art is used to inform others about global issues, including climate change.



W.WR.3.5	Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology

Unit Essential Questions:

- How do artists and designers determine whether a particular direction in their work is effective?
- What methods and processes are considered when preparing artwork for presentation or preservation?
- Where and how do we encounter visual arts in our world?
- How and why might criteria vary?
- How does art help us understand the lives of people of different times, places and cultures?

Unit Enduring Understandings:

- People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- People evaluate art based on various criteria.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Unit Learning Targets:

Students will....

- identify various forms from their everyday lives to arrange and combine them to create a new form.
- arrange recycled found objects to create a sculpture that represents an object of importance.



Evidence of Learning

Summative Assessment: 8 days

Equipment Needed: Recyclables, scissors, paint, rulers, paper, pencils

Teacher Resources: Pablo Picasso found objects presentation, Recycling around the world video

Formative Assessments:

- Portfolio rubric for student hands on artwork.
- Guided practice.
- Class critique that involves group reflection on the differences between historical references vs personal creations.
- Self reflecting 4 category rubric that demonstrates learning on building techniques, color choices, recyclable choices and overall composition of the sculpture.
- Critique that is written that cites the concepts, vocabulary and skills from the rubrics.



Lesson Plans

Lesson	Time Frame
Lesson 1 Pablo Picasso presentation & Recycling around the world video	1 day
Lesson 2 Gather, build & paint recyclable sculpture	6 days
Lesson 3 Class Critique & self critique	1 day

Teacher Notes: All activities can be modified by splitting up students into smaller groups or participating in the projects from a desk/table.

Curriculum Development Resources/Technology Resources:

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

<https://www.youtube.com/watch?v=KVkFULFN47k>

<https://www.youtube.com/watch?v=RNwWN7ESnEc&list=PLSE1hA7h3WSBaeo3CESbNzOjwkMoQs7oF>

<https://www.youtube.com/watch?v=737EfIydJ5Y&list=PLSE1hA7h3WSBaeo3CESbNzOjwkMoQs7oF>



Lesson Plan 1 Template

Content Area: Visual Art	Lesson Title: Pablo Picasso presentation & Recycling around the world video	Time Frame: 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: Language Arts

Integration of Technology: Pablo Picasso presentation that has the students identify the various found objects that he used in his sculptures. Recycling around the world video will display how cultures around the world utilize everyday objects to make a living or reuse them to create usable items.

Equipment Needed: Projector and iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - identify the difference between Shape & Form. - identify the various types of forms - discuss how Pablo Picasso used found objects around him to create sculptures. - discuss how other cultures found ways to reuse recyclables.	Lesson Sequence - Explain the difference between a Shape & a Form. - Display Picasso's found object sculptures. - Students will identify the various objects that he used in each sculpture as a group. - Display the Recycling around the world video. - Discuss as a group which culture they found utilized the most recyclables and which one was the most interesting recreation. - Share findings with the class. - Reflective Discussions	- Visual Monitoring - Class participation in group discussion. - Guided practice



Differentiation:

Group investigation: The lesson will allow students to work together as a group to identify recyclables reused to create new items throughout the world.

Think, Pair, Share by readiness, interest, learning style: Students will discuss and decide which culture had an impact on their own decision making for their own creation.

Resources Provided:

- Pablo Picasso presentation
- Laptop and projector to display found object sculptures throughout history for class discussion.
- iPads for students to research found object sculptures and locate which forms were used in each as a group



Lesson Plan 2 Template

Content Area: Visual Art Lesson Title: Found Object Sculpture & Paint Application Time Frame: 6 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: Language Arts

Integration of Technology: Projector/iPads:

Students are researching Picasso and his found object sculptures to give inspiration in their own sculpture creation.

Equipment Needed: Recyclables, scissors, rulers, glue, paint, paper

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Design and label a found object sculpture. - Adhere to assigned parameters - Arrange recyclables to construct a three dimensional sculpture. - Apply appropriate colors to further emphasize the concept. - Write a detailed advertisement for their sculpture.	Lesson Sequence - Sketch out the concept and label which recyclables will be utilized. - Gather recyclables - Cut, arrange and glue recyclables according to the design. - Evaluate the sculpture from all angles. - Use a ruler to make sure it is within the 6"x6" parameters. - Write name on bottom - Apply paint to all sides of sculpture except for the BOTTOM. - Colors should relate to the main concept of the sculpture.	- Visual Monitoring - Group reflection on the differences between historical references vs personal creations. - Portfolio rubric for student hands on artwork.



- | | | |
|--|--|--|
| | <ol style="list-style-type: none">9. Write an advertisement that includes important features and details of sculpture.10. Clean Up11. Reflective Discussions | |
|--|--|--|

Differentiation:

Exploration by interest: Students have a choice of found objects as well as the arrangement when creating the sculpture.

Resources Provided:

- iPads to view the visuals of Picasso's found object sculptures.



Lesson Plan 3 Template

Content Area: Visual Art Lesson Title: Critique & Presentation of Sculpture Time Frame: 1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts: Follow the language art curriculum and standards to ensure proper demonstration of ideas and thoughts.

Integration of Technology: Projection of Picasso's work vs. students' work

Equipment Needed: Paper, pencils, rubrics

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will be able to assess and critique the effectiveness of the application of the elements of art and principles of design in the artwork of their classmates during critique. - Present their sculpture to the class and have the opportunity to explain why they chose certain design elements and colors.	Lesson Sequence - Is there a piece you would like to talk about? - Why do you like this sculpture? - Do you think this sculpture resembles any object or creature? - Would you buy this sculpture from the advertisement? - What types of recyclables has the student used?	- Self reflecting 4 category rubric that demonstrates learning on building techniques, color choices, recyclable choices and overall composition of the sculpture. - Class critique that involves group reflection on the differences between historical references vs personal creations. - Critique that is written that cites the concepts, vocabulary and skills from the rubrics.
Differentiation: Open ended activities: Class discussion about suggestions and reflection of sculptures. Leveled rubrics: Self reflective rubrics will be utilized to assess themselves as well as assist them in properly critiquing others projects.		
Resources Provided: - Examples of student work - Self reflecting 4 category rubric		



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: Visual Art	Grade Level: 3	Unit Title: Form and Composition /Color & Sculpture
Created: Kim Noto	Board Approved on: Type Here	



Unit Overview Template

Content Area: Visual Art **Grade Level:** 3 **Unit Title:** Abstract Oil Pastel

Unit Summary: Abstract Art

Primary Interdisciplinary Connections: Social Studies, Career Readiness

21st Century Themes **X** Creativity and Innovation **X** Critical Thinking and Problem Solving ICT Literacy
 Information Literacy **X** Life and Career Skills Communication and Collaboration Media Literacy

Unit Rationale: The students will understand that Abstract Art can be found in their everyday lives. They will identify and distinguish differences between Abstract Art versus Realism Art.

Career Readiness: 9.2,9.4

Learning Targets

Standards: 1.5.5; SEL.PK-12.4; 6.1.5

Content Statements:

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Anchor Standard 8: Interpreting intent and meaning.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Core Idea: Historical records are shaped by the society that the creator lived in

SEL.PK-12.4: Responsible Decision-Making

Core Idea: There are a variety of factors to consider before starting a business.

Core Idea: Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

CPI#:	Cumulative Progress Indicator (CPI):
1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.5.5.Pr5a	Prepare and present artwork safely and effectively
1.5.5.Re8a	Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.



6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
9.2.5.CAP.7	Identify factors to consider before starting a business.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
Unit Essential Questions: • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What methods and processes are considered when preparing artwork for presentation or preservation? • What is the value of engaging in the process of art criticism? • How is art used to impact the views of a society?	
Unit Enduring Understandings: • Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. • Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. • People gain insights into meanings of artworks by engaging in the process of art criticism. • People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	
Unit Learning Targets: <i>Students will...</i> • distinguish the difference between geometric and organic SHAPES. • utilize oil pastels to apply color by blending Primary & Secondary colors.	



Evidence of Learning

Summative Assessment: 4 days

Equipment Needed: Oil pastels, paper, pencils

Teacher Resources: Robert Delaunay presentation, Geometric/Organic templates

Formative Assessments:

- Portfolio rubric for student hands on artwork.
- Guided practice.
- Class critique that involves group reflection on the differences between historical references vs personal creations.
- Self reflecting 4 category rubric that demonstrates learning on blending techniques, color choices, shape choices and overall composition of the abstract composition.
- Critique that is written that cites the concepts, vocabulary and skills from the rubrics.

Lesson Plans

Lesson	Time Frame
Lesson 1 Robert Delaunay presentation presentation & Geometric/Organic Shapes	1 day
Lesson 2 Abstract oil pastel	2 days
Lesson 3 Class Critique & self critique	1 day

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

<https://www.youtube.com/watch?v=YTicrO7-kJE>

<https://www.youtube.com/watch?v=LGAbsBWo3ls>

BrainPop Color



Lesson Plan 1 Template

Content Area: Visual Art Lesson Title: Robert Delaunay presentation & Geometric/Organic Shapes
 Time Frame: 1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:
 Social Studies

Integration of Technology:
 Robert Delaunay presentation that has the students identify the various Geometric/Organic Shapes that he used in his Abstract compositions.

Equipment Needed:
 Projector and iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
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Students will: • identify the difference between Geometric & Organic Shapes. • identify the colors that are blended together to create new variations of color. • discuss how Robert Delaunay used Abstract Art and his use of strong colors and geometric shapes. • discuss how other cultures found ways to incorporate Abstract Art.	Lesson Sequence 1. Explain the difference between Geometric & Organic Shapes. 2. Display Robert Delaunay's Abstract Art and have the students identify the various shapes. 3. Students will identify the various colors that he used in each composition as a group. 4. Display the Youtube videos that demonstrate a few abstract drawing techniques. 5. Share findings with the class. 6. As a group, students will research on iPads to find cultures throughout the world that utilize Abstract art. 7. Share findings with the class. 8. Reflective Discussions	• Visual Monitoring • Class participation in group discussion. • Guided practice
Differentiation: Group investigation: The lesson will allow students to work together as a group to identify Abstract Art throughout the world. Think, Pair, Share by readiness, interest, learning style: Students will discuss and decide which culture had an impact on their own decision making for their own creation.		
Resources Provided: • Robert Delaunay presentation • Laptop and projector to display Abstract art throughout history for class discussion. • iPads to find cultures throughout the world that utilize Abstract art.		



Lesson Plan 2 Template			
Content Area:	Visual Art	Lesson Title: Abstract oil pastel	Time Frame: 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: Social Studies			
Integration of Technology: Projector/iPads: Students are researching Delaunay and his Abstract Art to give inspiration in their own abstract creation.			
Equipment Needed: Oil pastels, Geometric/Organic templates, pencils, paper			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
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Students will: • Utilize oil pastels to apply color. • Utilize blending tools to mix oil pastels. • Compile geometric and organic shapes.	Lesson Sequence 1. Introduce the difference between geometric and organic shapes. 2. Have students sketch out various types of shapes by overlapping and repeating them. 3. Demonstrate how to apply and blend the oil pastels. 4. Display examples of Robert Delaunay's work. 5. Have students identify the geometric and organic shapes in Delaunay's work. 6. The shape templates may be used to add more shapes to their hand drawn shapes. 7. Clean Up 8. Reflective Discussions	• Visual Monitoring • Group reflection on the differences between historical references vs personal creations. • Portfolio rubric for student hands on artwork.
Differentiation: Exploration by interest: Students have a choice of geometric/organic shapes as well as the arrangement of them when creating their abstract composition.		
Resources Provided: • iPads to view the visuals of Delaunay's Abstract compositions. • BrainPop video on Color		



Lesson Plan 3 Template	
Content Area: Visual Art	Lesson Title: Critique & Presentation of Abstract Composition Time Frame: 1 day
Lesson Components	
<u>21st Century Themes</u>	
x Global Awareness	Financial, Economic, Business and Entrepreneurial Literacy
Civic Literacy	Health Literacy
<u>21st Century Skills</u>	
Creativity and Innovation	x Critical Thinking and Problem Solving
Life and Career Skills	Information Literacy
Communication and Collaboration	Media Literacy
	ICT Literacy
Interdisciplinary Connections: Social Studies	
Integration of Technology: Projection of Delaunay's work vs. students' work	
Equipment Needed: Paper, pencils, rubrics	

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will be able to assess and critique the effectiveness of the application of the elements of art and principles of design in the artwork of their classmates during critique. - present their abstract composition to the class and have the opportunity to explain why they chose certain design elements and colors.	Lesson Sequence - Is there a piece you would like to talk about? - Why do you like this Abstract composition? - Do you think this Abstract composition resembles any object or creature? - Which type of shapes has the student used?	- Self reflecting 4 category rubric that demonstrates blending techniques, color choices, shape choices and overall composition of the abstract drawing. - Class critique that involves group reflection on the differences between historical references vs personal creations. - Critique that is written that cites the concepts, vocabulary and skills from the rubrics.



Differentiation:

Open ended activities: Class discussion about suggestions and reflection of abstract compositions.
Leveled rubrics: Self reflective rubrics will be utilized to assess themselves as well as assist them in properly critiquing others projects.

Resources Provided:

- Examples of student work
- Self reflecting 4 category rubric



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	

Content Area: Visual Art **Grade Level:** 3 **Course Title:** Abstract Oil Pastel

Created: Kim Noto

Board Approved on:



Unit Overview Template

Content Area:	Visual Art	Grade Level:	3	Unit Title:	Collaborative Work
Unit Summary: Students will demonstrate an understanding that living things and their habitat can be a source for art making.					
Primary Interdisciplinary Connections: Social Studies					
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 students will create a collaborative painting by using symbols and text that represent their daily lives.				
Career Readiness:	9.2, 9.4				

Learning Targets

Standards:	1.5.5, 6.1.5; SEL.PK-12.5
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products. Anchor Standard 7: Perceiving and analyzing products Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Core Idea: Interactions of people and events throughout history have shaped the world we experience today. SEL.PK-12.5: Relationship Skills
CPI#:	Cumulative Progress Indicator (CPI):
1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
1.5.5.Re7b	Analyze visual arts including cultural associations.
1.5.5.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
SEL.PK-12.5.1	Establish and maintain healthy relationships



9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology

Unit Essential Questions:

- How does collaboration expand the creative process?
- How do objects, places and design shape lives and communities?
- How does collaboratively reflecting on a work help us experience it more completely?
- How do visual arts influence our views of the world?
- How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

Unit Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Unit Learning Targets:

Students will....

- create a collaborative painting by using symbols and text that represent their daily lives.
- combine different mediums to recreate their specific event.



Evidence of Learning

Summative Assessment: 4 days

Equipment Needed: 12x15 brown craft paper, oil pastels, "Biggie Cake" tempera paint, bristle brushes

Teacher Resources: Art Historical examples of Lascaux, France cave paintings, examples of various murals both indoor and outdoor.

Formative Assessments:

- Portfolio rubric for student hands on artwork.
- Guided practice.
- Class critique that involves group reflection on the differences between historical references vs personal creations.
- Self reflecting 4 category rubric that demonstrates learning on color blending techniques, painting techniques, symbolism choices and overall composition of the painting
- Critique that is written that cites the concepts, vocabulary and skills from the rubrics.

Lesson Plans

Lesson	Time Frame
Lesson 1 Lascaux cave paintings compared to murals created today	1 day
Lesson 2 Collaborative painting	2 days
Lesson 3 Class Critique and self critique	1 day

Teacher Notes: All activities can be modified by splitting up students into smaller groups or participating in the projects from a desk/table.

Curriculum Development Resources/Technology Resources:

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

Lascaux Cave website

<http://vimeo.com/40849516>

<https://edpuzzle.com/media/5f57ee8bebc6a683f27fb7ace>



Lesson Plan 1 Template

Content Area: Visual Art	Lesson Title: Lascaux cave paintings compared to murals created today	Time Frame: 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: Social Studies

Integration of Technology:

Students research various websites to find information about murals created throughout history. Projection of Lascaux cave painting examples for a comparison discussion to murals created today.

Equipment Needed: sketchbook, paper, pencils

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - think, pair and share about mural design elements. - choose one mural and list key symbols from that mural. - sketch a collaborative composition by using symbols and text that represent their daily lives	Lesson Sequence - Project Lascaux cave painting examples - Think, pair and share at each table to point out mural design elements. - Project mural examples done throughout the past 2,000 years. - Think, pair and share at each table to compare the Lascaux cave paintings to murals created throughout history. - Sketch symbols that represent their personality, hobbies and interests. - Reflective Discussions - Clean up	- Visual Monitoring - Guided practice - Student compilation of ideas in sketchbooks



Differentiation:

Group investigation: The lesson will allow students to work together as a group to identify mural design elements throughout the world as well as discover the meanings behind various symbols and colors used in the Lascaux cave paintings.

Think, Pair, Share by readiness, interest, learning style: Students will discuss and decide which murals had an impact on their own decision making for their own creation.

Resources Provided:

- Laptop and projector to display mural examples for class discussion.
- iPads for students to research various websites to find information about murals created throughout history.
- Projection of Lascaux cave painting examples for a comparison discussion to murals created today.



Lesson Plan 2 Template

Content Area: Visual Art Lesson Title: Collaborative painting Time Frame: 2 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies

Integration of Technology: iPads for students to research and discuss the different techniques and materials used to color each mural scene.

Equipment Needed: sketchbook, 8 1/2" x 11" drawing paper, oil pastels, markers, colored pencils

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Arrange the symbols that represent their daily lives that are visually appealing. • Experiment with the variety of mediums • Choose 1 or a combination of many mediums to apply color. • Work with a partner to combine their symbols together to create a collaborative mural.	Lesson Sequence 1. Demonstrate the proper use of all mediums 2. Students will experiment with all of the mediums provided in their sketchbooks 3. Students will work with a partner and pencil sketch their chosen symbols on final draft 4. Choice of medium(s) will be utilized to apply color 5. Clean Up 6. Reflective Discussions	• Visual Monitoring • Students' artwork • Portfolio rubric for student hands on artwork. • Group reflection on the differences between historical references vs personal creations.
Differentiation: Independent research and projects: Students will have a choice of which mediums(Markers, oil pastels, crayons, colored pencils) will be utilized to create a collaborative mural that represents their daily lives.		
Resources Provided: • Laptop and projector to display mural examples for visuals • iPads for students to research various websites to find information about murals created throughout history.		



Lesson Plan 3 Template

Content Area: Visual Art Lesson Title: Class Critique and self critique Time Frame: 1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies

Integration of Technology: Projection of Lascaux cave paintings and murals vs. students' work

Equipment Needed: Paper, pencils, rubrics

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will be able to assess and critique the effectiveness of the application of the elements of art and principles of design in the artwork of their classmates during critique. - Present their mural to the class and have the opportunity to explain why they chose certain design elements and colors.	Lesson Sequence - Is there a piece you would like to talk about? - Why do you like this mural? - Do you think of this mural and why? - Can you tell if the student/artist has used emotion when creating this composition?	- Self reflecting 4 category rubric that demonstrates learning on color blending techniques, painting techniques, symbolism choices and overall composition of the painting - Class critique that involves group reflection on the differences between historical references vs personal creations. - Critique that is written that cites the concepts, vocabulary and skills from the rubrics.
Differentiation: Open ended activities: Class discussion about suggestions and reflection of murals. Leveled rubrics: Self reflective rubrics will be utilized to assess themselves as well as assist them in properly critiquing others projects.		
Resources Provided: - Examples of student work - Self reflecting 4 category rubric		



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: Visual Art	Grade Level: 3	Unit Title: Collaborative Work
Created: Kim Noto	Board Approved on:	Type Here



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
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Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



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.

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Mission Statement

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Strategies and Practices that Support Gifted and Talented Students

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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

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<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.