



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

Springfield Public Schools
Springfield, New Jersey 07081

Grade 6
3D Art

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

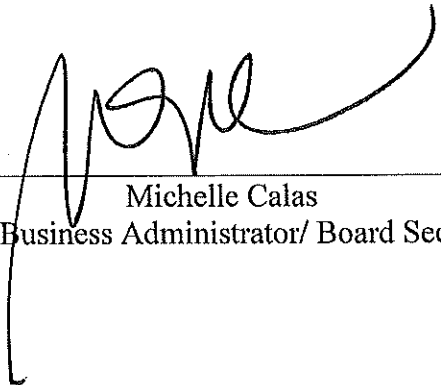
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(continued)

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
Springfield, New Jersey

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Assistant Superintendent

Curriculum Developed By:

Ronald Slate, Principal

Ashley Bauers~ Coordinator of Visual, Performing and Practical Arts

Chelsea Wilson ~ Art Teacher



Unit Overview Template

Content Area:	Visual Art	Grade Level:	6	Unit Title:	Shape, Form, Rhythm and Movement
Unit Summary: Students will build a foundation in 3D Visual Arts through exploration and application of the Art Elements: Shape, Form and Design Principles: Rhythm and Movement.					
Primary Interdisciplinary Connections: 21st Century Life and Careers					
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: Through exploration of Shape and Form, Rhythm and Movement this unit is designed to develop an understanding of the Art Elements and Design Principles which govern the creation of works of art in every culture, throughout art history.					
Career Readiness (Standard 9): 9.2, 9.4					

Learning Targets

Standards: 1.5, SEL.PK-12.1, SEL.PK-12.5	
Content Statements: Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. SEL.PK-12.1: Self-Awareness SEL.PK-12.5: Relationship Skills Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income. Core Idea: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	
CPI#:	Cumulative Progress Indicator (CPI):
1.5.8.Cr1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.



9.4.8.CI.4

Explore the role of creativity and innovation in career pathways and industries.

Unit Essential Questions:

- What conditions, attitudes and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does collaboration expand the creative process?
- How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools and equipment?
- Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment?
- What responsibilities come with the freedom to create?
- How do objects, places and design shape lives and communities?
- How do artists and designers determine goals for designing or redesigning objects, places, or systems?
- How do artists and designers create works of art or design that effectively communicate?

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 experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks.
- People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

Unit Learning Targets:

Students will be able to draw upon sensory experiences to create a work of art. Students will be able to develop an idea, concept in various art media.



Evidence of Learning

Summative Assessment: Performance evaluation, studio projects, student/class critique.

Equipment Needed: Dedicated classroom, art supplies, student iPads, projector

Teacher Resources: Teacher laptop, projector, art supplies, sound effects/music, speakers

Formative Assessments:

- Class performance
- Probing questioning
- Class critique
- One on one formative assessment
- Demonstration

Lesson Plans

Lesson	Time Frame
Lesson 1 Shape	10 days
Lesson 2 Form	10 days
Lesson 3 Rhythm & Movement	10 days

Teacher Notes:

Time lines will be adjusted as needed.

Curriculum Development Resources/Technology Resources:

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

https://www.youtube.com/watch?v=tos2et_JEgA All About Line

<https://www.youtube.com/watch?v=InLkKxyxdrU> Pattern Art Project

<https://www.youtube.com/watch?v=PlCbyJu4zZI> The Art of Seeing: Movement

<https://creativecloud.adobe.com/cc/learn?locale=en> Learn Adobe Apps



Lesson Plan 1 Template

Content Area: Visual Art Lesson Title: Shape Time Frame: 10 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: 21st Century Life and Careers

Integration of Technology: iPad, Internet Search, Multimedia programs, Audio program, Apple Pencils, Adobe Suite

Equipment Needed: iPad, Internet Search, Multimedia programs, Audio programs, Clay, Cardboard, Paper Mache, Apple Pencils, Adobe Suite.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Express movement through Shape. - Identify movement and emotion expressed in shape during class critique. - Demonstrate shape making through creation of a work of art.	Lesson Sequence - Start the lesson with a probing question regarding how movement feels. - Follow up with deeper probing questions regarding sensory input through specific experiences. - Lead learners through a visualization dialogue of a sensory experience. - Explain activity and parameters of the lesson. Hand out materials. - Start sound effects, walk among learners to secure the start of the lesson.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique.
Differentiation: Student needs will be addressed on an individual level based upon his or her work, and progress. Students can work in pairs if necessary.		
Resources Provided: http://getty.edu/education/teachers/building_lessons/formal_analysis.html		



Lesson Plan 2 Template

Content Area: Visual Art Lesson Title: Form Time Frame: 10 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: 21st Century Life and Careers

Integration of Technology: iPad, Internet Search, Multimedia programs, Audio programs, Apple Pencils, Adobe Suite

Equipment Needed: iPad, Internet Search, Multimedia programs, Audio programs, Clay, Cardboard, Paper Mache, Apple Pencils, Adobe Suite

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate that they are proficient in manipulation of materials to express Form. • Show that they can identify Form in the various styles and methods produced by all learners in the class. • Demonstrate proficiency in Form to create a work of art.	Lesson Sequence 1. Begin with probing questions, asking how form would be expressed in three dimensions? 2. Begin dialogue, exchanging ideas, expanding and following through with ideas to a conceptual sketch stage. 3. Demonstrate how materials work to express Form in three dimensions.	• Walk among learners, encourage, evaluate, and apply individual formative assessment. • Conduct several class critiques at several stages of the art making experience. • Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. • Post final and preliminary works of art and hold summative class critique.
Differentiation: Each student will be addressed on an individual level on his or her work, and progress. Students can work in pairs if necessary.		
Resources Provided: http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html		



Lesson Plan 3 Template

Content Area: Visual Art Lesson Title: Rhythm, Movement Time Frame: 10 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: 21st Century Life and Careers

Integration of Technology: iPad, Internet Search, Multimedia programs, Audio programs, Apple Pencils, Adobe Suite

Equipment Needed: iPad, Internet Search, Multimedia programs, Audio programs, Clay, Cardboard, Paper Mache, Apple Pencils, Adobe Suite

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate that they are proficient in manipulation of materials to express movement. • Show that they can identify rhythm and movement in the various styles and methods produced by all learners in the class. • Demonstrate proficiency in creating rhythm and movement in a work of art.	Lesson Sequence 1. Begin with probing questions and ask how rhythm and movement are expressed in three dimensions. 2. Begin dialogue, exchanging ideas, expanding and following through with ideas to a conceptual sketch stage. 3. Demonstrate how materials work to express rhythm and movement in three dimensions.	• Walk among learners, encourage, evaluate, and apply individual formative assessment. • Conduct several class critiques at various stages of the art making experience. • Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. • Post final and preliminary slide shows and hold summative class critique/presentation.
Differentiation: Each student will be addressed on an individual level on his or her work, and progress. Students can work in pairs if necessary.		
Resources Provided: http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html		



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: Grade 6 3D Art	Grade Level: 6	Unit Title: Shape, Form, Rhythm and Movement
Created: Chelsea Wilson	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Visual Art	Grade Level:	6	Unit Title:	Exploring, Experimenting, Inventing, Making
Unit Summary: The Learner in 3D Art6 will draw upon the art making process; a process of discovery, where learning experiences are presented through open-ended questions, a place where the artist starts working without knowing the outcome, a place where the student artist is not only comfortable working in ambiguity, but is actually stimulated by working in the unknown. Projects are presented as “What if” questions leading to dialogues that explore a variety of outcomes.					
Primary Interdisciplinary Connections: 21st Century Life and Careers					
<u>21st Century Themes</u> ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving □ ICT Literacy					
✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy					
Unit Rationale:	Students work in 3D Art6, a place where they can apply art-based thinking; divergent thinking, creativity, idea generation and aesthetics with new technology tools such as, but not limited to: Adobe Suite, possibly in conjunction with 3D printers, CAD software and other technology tools to create and invent.				
Career Readiness (Standard 9): 9.2, 9.4					

Learning Targets

Standards:	1.5.8.Pr4, 1.2, SEL.PK-12.1, SEL.PK-12.5
Content Statements:	Anchor Standard 4: Selecting, analyzing and interpreting work. 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-12.1: Self-Awareness SEL.PK-12.5: Relationship Skills Core Idea: An individual’s strengths, lifestyle goals, choices, and interests affect employment and income. Core Idea: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
CPI#:	Cumulative Progress Indicator (CPI):
1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
1.2.8.Re7b	Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.



SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

Unit Essential Questions:

- How are artworks cared for and by whom?
- What criteria, methods and processes are used to select work for preservation or presentation?
- Why do people value objects, artifacts and artworks, and select them for presentation?
- How does art help us understand the lives of people of different times, places and cultures?
- How is art used to impact the views of a society?
- How does art preserve aspects of life?
- How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?

Unit Enduring Understandings:

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.
- An artist's appreciation of media artworks is influenced by their interests, experiences, understandings and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.

Unit Learning Targets: Students will be able to develop an idea, concept in various art media. Students will be able utilize software and input devices to create sophisticated artworks.



Evidence of Learning

Summative Assessment: Performance Evaluation, studio projects, student/class critique

Equipment Needed: Dedicated classroom, art supplies, student iPads, projector

Teacher Resources: Teacher laptop, projector, art supplies, sound effects/music, speakers

Formative Assessments:

- Class performance
- Probing questioning
- Class critique
- One on one formative assessment
- Demonstration



Lesson Plans

Lesson	Time Frame
Lesson 1 Exploring, Experimenting, Learning by Doing	10 days
Lesson 2 Discovering, Applying Possibilities using Innovative Input Devices	10 days
Lesson 3 The Computer as a Digital Invention Tool	10 days

Teacher Notes: Time lines will be adjusted as needed.

Curriculum Development Resources/Technology Resources:

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

<https://youtu.be/NICodKeadpo> How artists explore identity.

<https://youtu.be/DCgWn8fFKAQ> How artists transform everyday objects

<https://youtu.be/nVvg639CIWU> Trying Something New: Digital Artist Pat Scott

<https://youtu.be/jW9yP2GuTms> The artist is an inventor, discoverer - Carlos Cruz-Diez

<https://creativecloud.adobe.com/cc/learn?locale=en> Learn Adobe Apps



Lesson Plan 1 Template

Content Area: Visual Art Lesson Title: Explore, Experiment, Share Time Frame: 10 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: 21st Century Life and Careers

Integration of Technology: iPad, Internet Search, Multimedia programs, Audio programs, Apple Pencils, Adobe Suite

Equipment Needed: Found objects, student iPads, projector, speakers, Apple Pencils, Adobe Suite

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explore, Experiment, and Discover • Share: Student becomes teacher • Apply knowledge to invent	Lesson Sequence 1. Allow opportunity to experiment. 2. Walk learners through the basic application of creating sculpture objects. 3. Reinforce learning of basic applications through review and questioning for understanding. 4. Lead learners through creation of sculptural art making.	• Walk among learners, encourage, evaluate, and apply individual formative assessment. • Conduct several class critiques at the end of each art experience. • Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. • Post final and preliminary sketches and hold summative class critique.
Differentiation: Each student will be addressed on an individual level on his or her work, and progress. Students can work in pairs if necessary.		
Resources Provided: • http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html		



Lesson Plan 2 Template

Content Area: Visual Art Lesson Title: Discover with Devices Time Frame: 10 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: 21st Century Life and Careers

Integration of Technology: iPad, Internet Search, Multimedia programs, Audio programs, Makey Makey, phones, cameras, creative software, Apple Pencils, Adobe Suite

Equipment Needed: Student iPads, teacher laptop, projector, speakers, 3D software, Apple Pencils, Adobe Suite

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate understanding of kinetic sculpture that communicates movement. • Select individual sculptural elements and combine these units to create a large sculptural object. • Move with a degree of understanding where the learner requires less guidance from the teacher.	Lesson Sequence 1. Explain assignment on a level where the learner can apply basic understanding. 2. Move to identifying new tools and build upon prior acquired knowledge. 3. Demonstrate use of tools on a level of creating artwork, rather than reinforcing basic skills.	• Walk among learners, encourage, evaluate, and apply individual formative assessment. • Conduct several class critiques at various stages of the art making experience. • Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. • Post final and preliminary slide shows and hold summative class critique/presentation.
Differentiation: Student needs will be addressed on an individual level based upon his or her work, and progress. Students can work in pairs if necessary.		
Resources Provided: • http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html		



Lesson Plan 3 Template

Content Area: Visual Art Lesson Title: Computer as Digital Invention Tool Time Frame: 10 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: 21st Century Life and Careers

Integration of Technology: Learners will use software to design sculptural objects. Learners will explore and utilize digital devices, software to create sculptural objects, Apple Pencils, Adobe Suite

Equipment Needed: iPads, projector, speakers, creative apps, digital design software, Apple Pencils, Adobe Suite

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate that they are proficient using digital tools to invent. • Demonstrate that they are proficient combining divergent digital tools to create. • Demonstrate that they are proficient in applying ideas to create objects	Lesson Sequence 1. Begin with probing questions that ask how else could this sensory experience be further developed, explored? 2. Ask, How could words, sound effects, visual sequencing, visual rhythms communicate the concept of this sensory experience? 3. Inform learners to input their artwork and begin editing.	• Walk among learners, encourage, evaluate, and apply individual formative assessment. • Conduct several class critiques at various stages of the art making experience. • Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. • Post final and preliminary slide shows and hold summative class critique/presentation.
Differentiation: Student needs will be addressed on an individual level based upon his or her work, and progress. Students can work in collaborative pairs if necessary.		
Resources Provided: • http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html		



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: 6	Unit Title: Exploring, Experimenting, Inventing, Making
Created: Chelsea Wilson	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Visual Art	Grade Level:	6	Unit Title:	Dynamic Symbolism
Unit Summary: The goal of this unit is for students to build a foundation in 3D Visual Arts through exploration and symbolism as well as the Elements of Art and Principles of Design.					
Primary Interdisciplinary Connections: 21st Century Life and Careers					
<u>21st Century Themes</u> ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	This lesson is developmentally appropriate for these students in that it deals with youth culture through the use of contemporary materials and themes. These materials include found objects to create sculpture or relief art. It provides opportunities to combine technology and traditional methods; hand-building sculpture techniques at a time using one of these resources seems to imply exclusion of the other. It also provides the opportunity to search the web for “appropriate and repurpose” imagery in a way that addresses 21 st Century themes and concepts.				
Career Readiness (Standard 9): 9.2, 9.4					

Learning Targets

Standards:	1.5, SEL.PK-12.1, 1.2.8.Re7b, SEL.PK-12.5
Content Statements:	Anchor Standard 7: Perceiving and analyzing 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 SEL.PK-12.5: Relationship Skills Core Idea: Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income. Core Idea: Multiple solutions often exist to solve a problem.
CPI#:	Cumulative Progress Indicator (CPI):
1.5.8.Re7a	Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
1.5.8.Re8a	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
1.2.8.Re7b	Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.



1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
9.2.8.CAP.16	Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

Unit Essential Questions:

- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?
- What can we learn from our responses to art?
- What is visual art?
- Where and how do we encounter visual arts in our world?
- How do visual arts influence our views of the world?
- What is the value of engaging in the process of art criticism?
- How can the viewer "read" a work of art as text?
- How does knowing and using visual art vocabulary help us understand and interpret works of art?
- How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?
- How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Unit Enduring Understandings:

- 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.
- Visual arts influences understanding of and responses to the world.
- People gain insights into meanings of artworks by engaging in the process of art criticism
- An artist's appreciation of media artworks is influenced by their interests, experiences, understandings and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Unit Learning Targets: Students will be able to combine and move from digital media to traditional art media and back again in creating a work of art. Students will be able to combine mundane materials to create an artwork that expresses Youth and Pop Culture. Students will create artworks in 2D and in 3D/sculpture.



Evidence of Learning

Summative Assessment: Performance evaluation, studio projects, student/class critique

Equipment Needed: Dedicated Classroom, Art Supplies, Student iPads, Projector, Collage material, found objects, paper mache, cardboard, foam core, paint, mechanical devices and any objects deemed appropriate at the time of creation.

Teacher Resources: Teacher Laptop, Projector, Art Supplies, Videos of Artist at work.

Formative Assessments:

- Class performance
- Probing questioning
- Class critique
- One on one formative assessment
- Demonstration



Lesson Plans

Lesson	Time Frame
Lesson 1 Relief sculpture	10 days
Lesson 2 Symbolic sculpture	10 days
Lesson 3 Dynamic sculpture	10 days

Teacher Notes: Time lines will be adjusted as needed.

Curriculum Development Resources/Technology Resources:

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

<https://www.youtube.com/watch?v=ycCVhegnb-s> Mixed media painting, sculpture and newspaper

<https://www.youtube.com/watch?v=8ZweQevoIro> Mixed-Media collage technique

<https://www.youtube.com/watch?v=1nIjWBz-d1Q> Mixed Media Collage Part 1

<https://www.youtube.com/watch?v=dbVELk1-Has> Mixed Media Collage Part 2

<https://creativecloud.adobe.com/cc/learn?locale=en> Learn Adobe Apps



Lesson Plan 1 Template

Content Area: Visual Art Lesson Title: Relief Sculpture Time Frame: 10 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: 21st Century Life and Careers

Integration of Technology: iPad, Internet Search, Multimedia programs, Audio programs, Apple Pencils, Adobe Suite

Equipment Needed: Found objects, student iPads, projector, speakers, cardboard, paper mache, acrylic paint, gel medium, hot glue gun, Apple Pencils, Adobe Suite

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Appropriate; utilize imagery that expresses Youth Culture, personal identity. • Combine technology with conventional works in a way that is contemporary and timely. • Create a work of art that reaches beyond work that relies on traditional methods and materials in a way that frees the learner/artist to create with whatever is at hand.	Lesson Sequence 1. Demonstrate collage process and application of materials and gel medium. 2. Hand out materials, begin art making experience. 3. Aide, interact with learners during the art making process. 4. Hold class critiques.	• Walk among learners, encourage, evaluate, and apply individual formative assessment. • Conduct several class critiques at several stages of the art making experience. • Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. • Post final and preliminary works of art and hold summative class critique.
Differentiation: Each student will address all lessons from an individual perspective. Students may seek assistance from other students.		
Resources Provided: • http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html		



Lesson Plan 2 Template

Content Area: Visual Art Lesson Title: Symbolic Sculpture Time Frame: 10 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: 21st Century Life and Careers

Integration of Technology: iPad, internet Search, multimedia programs, audio programs, Apple pencils, Adobe suite

Equipment Needed: iPads, digital cameras, websites, art materials, color printer, output prints, collage material.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Collaboratively design, create, construct, assemble a sculpture. • Create a symbolic sculpture in the form of a flying object. • Express, through sculpture; interests, reflection of experiences. • Use art and non-art materials i.e.; found objects, cardboard, foam core, paper mache, paint, glue, etc. • Apply all acquired knowledge from previous lessons to construct, create sculpture.	Lesson Sequence 1. Set parameters for lesson experiences. 2. Demonstrate sculpture construction techniques and review safety techniques. Use of gel medium, hot glue gun, paper mache. 3. Hand out materials, begin art-making experience. 4. Assist; interact with learners during the art-making process. 5. Hold class critiques.	• Walk among learners, encourage, evaluate, and apply individual formative assessment. • Conduct several class critiques at several stages of the art making experience. • Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. • Post final and preliminary slide shows and hold summative class critique/presentation.
Differentiation: Each student will address all lessons from an individual perspective. Students will work in teams of two or three students.		
Resources Provided: • http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html		



Lesson Plan 3 Template

Content Area: Visual Art Lesson Title: Dynamic Sculpture Time Frame: 10 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: 21st Century Life and Careers

Integration of Technology: Learners will use iPads to research, view artists and their work, Apple pencils, Adobe suite

Equipment Needed: iPads, digital cameras, websites, art materials, color printer, output prints, collage material, Apple pencils, Adobe suite

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Collaboratively Design, Create, Construct, Assemble a moveable sculpture. • Create a moveable sculpture in the form of a vehicle. • Express, through sculpture; interests, define personal identity, reflection of experiences, memory or a metaphor. • Use art and non-art materials i.e.; found objects, cardboard, foam core, paper mache, paint, glue, etc. • Apply all acquired knowledge from previous lessons to construct, create sculpture.	Lesson Sequence 1. Set parameters for lesson experiences. 2. Demonstrate sculpture construction techniques and review safety techniques. Use of gel medium, hot glue gun, paper mache. 3. Hand out materials, begin art-making experience. 4. Assist; interact with learners during the art-making process. 5. Hold class critiques.	• Walk among learners, encourage, evaluate, and apply individual formative assessment. • Conduct several class critiques at several stages of the art making experience. • Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. • Post final and preliminary slide shows and hold summative class critique/presentation.
Differentiation: Each student will address all lessons from an individual perspective. Students will work in teams of two or three students.		
Resources Provided: • http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html		



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: 6	Unit Title: Dynamic Symbolism
Created: Chelsea Wilson	Board Approved on:	Type Here



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
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:

Breaks between tasks

Cue expected behavior

Daily feedback to student

Have contingency plans

Use de-escalation 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

IEP AND 504 ACCOMMODATIONS 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
- Varied reinforcement procedures
- Immediate feedback
- Work-in-progress check
- Personalized examples

ACCOMMODATIONS AND MODIFICATION 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



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



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.”

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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.

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.>

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