



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

Springfield Public Schools
Springfield, New Jersey 07081

Intro to Lighting and Sound

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

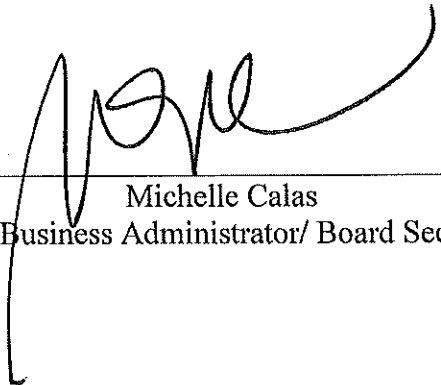
139 Mountain Avenue, Springfield, NJ 07081 • mcalas@springfieldschools.com • 973.376.1025

(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:

Dr. Norman Francis, Principal

Ashley Bauers, Department Coordinator of Visual, Performing, and Practical Arts

Gregory Coward, Teacher of Television and Media Production



Unit 1 Overview Template

Content Area: Media Arts **Grade Level:** 9-12 **Unit Title:** Parts of a Stage/Proscenium; Theater Safety

Unit Summary: This unit focuses on the names and parts of a stage and a proscenium theater, as well as general safety rules. We will discuss how the parts of the stage impact the technical theater aspect of the production as well as personal safety around the stage area. This will allow students the opportunity to develop the necessary skills in determining how to implement lighting and sound in future lessons and projects.

Primary Interdisciplinary Connections: Career Readiness, Life Literacies, English

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

Unit Rationale: This unit will set a foundation as an overview to lighting and sound design in a stage production.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: 1.2, W.AW.11-12.1, W.IW.11-12.2, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5

Content Statements:

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 3: Refining and completing products.

Anchor Standard 4: Selecting, analyzing and interpreting work.

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 10: Synthesizing and relating knowledge and personal experiences to create products.

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

Argumentative Writing

Informative and Explanatory Writing

Core Idea: These are the strategies to improve one's professional value and marketability.

Core Idea: Career planning requires purposeful planning based on research, self-knowledge and informed choices.

Core Idea: With a growth mindset, failure is an important part of success.

Core Idea: Innovative ideas or innovation can lead to career opportunities.

Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Core Idea: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.

Core Idea: Cultivating online reputations for employers and academia requires separating private



and professional digital identities.

Core Idea: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
1.2.12adv.Cr1b	Fluently integrate a personalized digital portfolio that contains a resume, exemplary projects and activities reflecting personal and academic interests, achievements and career aspirations. rate a sophisticated personal aesthetic for media arts productions.
1.2.12adv.Cr3b	Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences and contexts.
1.2.12adv.Pr4a	Synthesize various arts, media arts forms and academic content into unified media arts.
1.2.12adv.Pr5c	Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.
1.2.12adv.Re7a	Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks.
1.2.12prof.Re7b	Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.
1.2.12adv.Re9a	Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes and considering complex goals and factors.
1.2.12adv.Cn10b	Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences.
1.2.12adv.Cn11a	Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.
W.AW.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.IW.11-12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.



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

9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12 prof.CR2b, 2.2.12.LF.8).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior



SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Essential Questions:

- How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?



- How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?
- How are complex media arts experiences constructed? At what point is a work considered “complete”?
- How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?
- How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?
- How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?
- How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?
- 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 mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?
- What are the names and functions of various lighting parts and equipment?
- How does lighting affect the mood of the play?
- What are the different areas of a theater and parts of a stage?
- What are the general safety rules?

Unit Enduring Understandings:

- Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.
- Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.
- The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks.
- Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.
- Media artists require a range of skills and abilities to creatively solve problems.
- Media artists present, share and distribute media artworks through various social, cultural, and political contexts.
- 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.
- Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.
- Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.
- Understanding connections to varied contexts and daily life enhances a media artist's work.



- There are many ways in which the parts of the stage will be used to implement lighting and sound for productions.
- Safety is a basic foundation in a theatrical production.

Unit Learning Targets:

Students will....

- Be able to identify and explain the different parts of a stage and theater.
- Be able to move around the stage playing the role of an actor and understand how to properly light that specific area of the stage.
- Be able to understand how general safety rules impact a theatrical production.

Evidence of Learning

Summative Assessment: 3 weeks

Students will define terms for the parts of the stage.

Students will complete a worksheet for the parts of the stage.

Students will execute a written test at the end of each lesson.

Equipment Needed: Teacher laptop, student laptop, audio and video equipment, parts of the stage

Teacher Resources: Parts of stage study guide, textbook, notes, lecture, demonstration, internet access, instructional DVD

Formative Assessments:

- Students will be assessed on class participation.
- Students will be assessed through teacher's questions.
- Students will be assessed on class work assignments.
- Students will be assessed on specific projects.
- Students will be assessed on written tests.
- Students will be assessed on proper safety techniques during the entire course.



Lesson Plans

Lesson	Time Frame
Lesson 1 - Parts of the Stage and Theater	7 days
Lesson 2 - Workplace Safety	3 days
Lesson 3 - Types of Theater Stages	5 days

Teacher Notes:

Curriculum Development Resources/Technology Resources: Teacher laptop, student laptop, audio and video equipment, instructional DVD

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

www.aps.edu/fine-arts/resources-for-fine-arts-teachers/fine-arts-standards/elementary-standards/2010-elementary-drama-and-theatre-standards/2010-elementary-drama-and-theatre-standards/stage%20diagram.pdf

www.osha.gov

<https://learn.schooltheatre.org/click-to-teach-lesson-plans>

https://ny.pbslearningmedia.org/subjects/the-arts/theater/?rank_by=recency

<https://acm.newark.rutgers.edu/technical-theater/>

<https://admissions.rowan.edu/academic-programs/cpa/theatre-design-technical.html>

[https://learn.org/directory/category/The Visual and Performing Arts/Theatre Arts/Technical Theatre Design.html](https://learn.org/directory/category/The%20Visual%20and%20Performing%20Arts/Theatre%20Arts/Technical%20Theatre%20Design.html)

https://www.theatrefolk.com/dta_curricula

<https://www.theatretrust.org.uk>

<https://www.theatre crafts.com/pages/home/topics/beginners/glossary/>

<https://study.com/academy/lesson/technical-theatre-history-elements.html>

<https://open.umn.edu/opentextbooks/textbooks/650>

https://youtu.be/azzyfWoOfoo?si=KoAAmH_x2HK4Zz1f



Lesson Plan 1 Template

Content Area: Media Arts Lesson Title: Parts of the Stage and Theater Time Frame: 7 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: Career Readiness, Life Literacies, English

Integration of Technology: Students will use their laptops to perform various activities, instructional DVD.

Equipment Needed: Teacher laptop, student laptops, audio and video equipment, parts of the stage

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and explain the parts of a stage and proscenium theater. - Compare and contrast the parts of a stage from a performer's point of view versus the audience.	Lesson Sequence - Students will discuss in small groups the reasons for labeling the parts of a stage. - Teacher will distribute a blank handout to students for the parts of a stage and proscenium theater. - While working with students in the school's auditorium, the teacher will introduce the names and parts of a stage in a proscenium theater. - Students will work in small groups on the stage labeling the parts of the stage. - Class will formalize one completed handout of the stage and proscenium theater.	- Students will be assessed based on their participation in class discussions. - Students will be assessed based on completed class work. - Written test at the conclusion of the lesson.
Differentiation: Pair and share information, flexible grouping, multiple intelligence options, tiered activities/assignments, varied product choices.		



Resources Provided:

- Study guide vocabulary handout
- Textbook
- Teacher generated notes
- www.aps.edu/fine-arts/resources-for-fine-arts-teachers/fine-arts-standards/elementary-standards/2010-elementary-drama-and-theatre-standards/2010-elementary-drama-and-theatre-standards/stage%20diagram.pdf



Lesson Plan 2 Template

Content Area: Media Arts Lesson Title: Workplace Safety 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: Career Readiness, Life Literacies, English

Integration of Technology: Students will use their laptops to perform various activities, instructional DVD, www.osha.gov.

Equipment Needed: Laptops with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify unsafe conditions in the stage and theater and remedy them. - Understand the importance of safe working conditions.	Lesson Sequence - Students will identify unsafe working conditions on stage and in a theater and problem-solve solutions. - Students will access the OSHA website to identify their rights in respect to workplace safety in their future career.	- Students will be assessed based on their participation in class discussions. - Students will be assessed based on completed class work of OSHA handout.
Differentiation: Pair and share information, flexible grouping, multiple intelligence options, tiered activities/assignments, varied product choices.		
Resources Provided: - Textbook - Handout - Teacher generated notes www.osha.gov		



Lesson Plan 3 Template

Content Area: Media Arts Lesson Title: Types of Theater Stages Time Frame: 5 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: Career Readiness, Life Literacies, English

Integration of Technology: Students will use their laptops to perform various activities, instructional DVD.

Equipment Needed: Teacher laptop, student laptops, audio and video equipment, parts of the stage

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and explain the parts of a stage and proscenium theater. - Compare and contrast the parts of a stage from a performer's point of view versus the audience.	Lesson Sequence - Students will discuss in small groups the reasons for different types of stages in a theater. - Teacher will distribute a blank handout to students for the different types of stages in a theater. - While working with students in the school's auditorium, the teacher will introduce the functions and compare and contrast the different types of stages in a theater. - Students will work in small groups to identify the different types of stages. - Class will formalize one completed handout of	- Students will be assessed based on their participation in class discussions. - Students will be assessed based on completed class work. - Written test at the conclusion of the lesson



	the different types of stages in a theater.	
Differentiation: Pair and share information, flexible grouping, multiple intelligence options, tiered activities/assignments, varied product choices.		
Resources Provided: • Textbook • Handout • Teacher generated notes • https://www.theatretrust.org.uk		



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Media Arts	Grade Level: 9-12	Unit Title: Parts of a Stage/Proscenium; Theater Safety
Created: Gregory Coward	Board Approved on:	



Unit 2 Overview Template

Content Area: Media Arts **Grade Level:** 9-12 **Unit Title:** Lighting Parts and Equipment

Unit Summary: This unit will develop the understanding of the terminology of lighting parts and equipment, lighting angles and proper maintenance.

Primary Interdisciplinary Connections: Career Readiness, Life Literacies, English

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

Unit Rationale: This will allow students the opportunity to develop the necessary skills in determining how to implement proper lighting techniques in a theatrical production.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: 1.2, W.AW.11-12.1, W.IW.11-12.2, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5

Content Statements:

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 3: Refining and completing products.

Anchor Standard 4: Selecting, analyzing and interpreting work.

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 10: Synthesizing and relating knowledge and personal experiences to create products.

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

Argumentative Writing

Informative and Explanatory Writing

Core Idea: These are the strategies to improve one's professional value and marketability.

Core Idea: Career planning requires purposeful planning based on research, self-knowledge and informed choices.

Core Idea: With a growth mindset, failure is an important part of success.

Core Idea: Innovative ideas or innovation can lead to career opportunities.

Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Core Idea: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.

Core Idea: Cultivating online reputations for employers and academia requires separating private and professional digital identities.

Core Idea: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.



SEL.PK-12.1: Self-Awareness
 SEL.PK-12.2: Self-Management
 SEL.PK-12.3: Social Awareness
 SEL.PK-12.4: Responsible Decision-Making
 SEL.PK-12.5: Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
1.2.12adv.Cr1b	Fluently integrate a personalized digital portfolio that contains a resume, exemplary projects and activities reflecting personal and academic interests, achievements and career aspirations.rate a sophisticated personal aesthetic for media arts productions.
1.2.12adv.Cr3b	Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences and contexts.
1.2.12adv.Pr4a	Synthesize various arts, media arts forms and academic content into unified media arts.
1.2.12adv.Pr5c	Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.
1.2.12adv.Re7a	Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks.
1.2.12adv.Re9a	Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes and considering complex goals and factors.
1.2.12adv.Cn10b	Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences.
1.2.12adv.Cn11a	Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.
W.AW.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.IW.11-12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.



9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors



SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Essential Questions:

- How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?
- How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?
- How are complex media arts experiences constructed? At what point is a work considered "complete"?
- How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?
- How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?



- How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?
- How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?
- 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 mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?
- What are the names and functions of various lighting parts and equipment?
- How does lighting affect the mood of the play?

Unit Enduring Understandings:

- Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.
- Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.
- The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks.
- Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.
- Media artists require a range of skills and abilities to creatively solve problems.
- Media artists present, share and distribute media artworks through various social, cultural, and political contexts.
- 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.
- Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.
- Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.
- Understanding connections to varied contexts and daily life enhances a media artist's work.
- Lighting is a major function in a theatrical production.
- Lighting is a popular career choice in respect to technical roles in the theater.

Unit Learning Targets:

Students will....

- Be able to identify various types of lighting parts and equipment.
- Be able to determine how light affects objects and characters in a theatrical production.
- Be able to demonstrate how to properly handle and maintain the lighting equipment.



Evidence of Learning

Summative Assessment: 4 weeks

Students will define terms for the lighting parts and equipment.

Students will complete a worksheet for the lighting parts and equipment.

Students will complete a worksheet on lighting angles.

Students will demonstrate they are proficient in arranging the lights for proper angles.

Students will demonstrate the ability to maintain the lighting equipment.

Students will execute a written test at the end of each lesson.

Equipment Needed: Teacher laptop, student laptops, lighting parts and equipment.

Teacher Resources: Textbook, notes, lecture, demonstration, internet access, instructional DVD, lighting parts and equipment study guides, worksheets.

Formative Assessments:

- Students will be assessed on class participation.
- Students will be assessed through teacher led questioning.
- Students will be assessed on class work assignments about lighting parts and equipment and lighting maintenance.
- Students will be assessed on written tests.
- Students will complete a lighting parts and equipment worksheet.
- Students will complete an activity from www.stagelightingguide.co.uk.



Lesson Plans

Lesson	Time Frame
Lesson 1 - Types of Lighting Parts and Equipment	5 days
Lesson 2 - Lighting Angels	13 days
Lesson 3- Lighting Maintenance	2 days

Teacher Notes:

Curriculum Development Resources/Technology Resources: Teacher laptop, student laptop, audio and video equipment, instructional DVD.

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

www.stagelightingguide.co.uk

<https://learn.schooltheatre.org/click-to-teach-lesson-plans>

https://ny.pbslearningmedia.org/subjects/the-arts/theater/?rank_by=recency

<https://acm.newark.rutgers.edu/technical-theater/>

<https://admissions.rowan.edu/academic-programs/cpa/theatre-design-technical.html>

[https://learn.org/directory/category/The Visual and Performing Arts/Theatre Arts/Technical Theatre Design.html](https://learn.org/directory/category/The%20Visual%20and%20Performing%20Arts/Theatre%20Arts/Technical%20Theatre%20Design.html)

https://www.theatrefolk.com/dta_curricula

<https://www.theatre crafts.com/pages/home/topics/beginners/glossary/>

<https://study.com/academy/lesson/technical-theatre-history-elements.html>

<https://open.umn.edu/opentextbooks/textbooks/650>

https://youtu.be/azzyfWoOfoo?si=KoAAmH_x2HK4Zz1f



Lesson Plan 1 Template

Content Area: Media Arts Lesson Title: Types of Lighting Parts and Equipment Time Frame: 5 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: Career Readiness, Life Literacies, English

Integration of Technology: Students will use their laptops to perform various activities, instructional DVD.

Equipment Needed: Laptops with internet access, lighting parts and equipment, stage

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and explain the different lighting parts and equipment used in a theatrical production. - Compare and contrast how proper lighting affects a theatrical performance.	Lesson Sequence - Students will discuss in small groups the reasons for using different lighting in a theatrical production. - Teacher will distribute a blank handout to students for the different lighting parts and equipment used in a theater. - While working with students in the school's auditorium, the teacher will introduce the names of lighting parts and equipment used in a theater. - Students will work in small groups on the stage labeling lighting parts and equipment. - Class will formalize one completed handout of lighting parts and equipment.	- Students will be assessed based on their participation in class discussions. - Students will be assessed based on completed class work. - Written test at the conclusion of the lesson.



	6. Students will complete assigned class work with lighting parts and equipment.	
--	--	--

Differentiation: Pair and share information, flexible grouping, multiple intelligence options, tiered activities/assignments, varied product choices.

Resources Provided:

- Study guide vocabulary handout
- Textbook
- Teacher generated notes



Lesson Plan 2 Template

Content Area: Media Arts Lesson Title: Lighting Angles Time Frame: 13 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: Career Readiness, Life Literacies, English

Integration of Technology: Students will use their laptops to research lighting angles, students will also use various lights to create effects, instructional DVD.

Equipment Needed: Laptops with internet access, lighting parts and equipment, stage

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain different types of lighting angles on a stage. - Demonstrate how to create different lighting effects. - Compare and contrast how lighting angles will affect mood.	Lesson Sequence - Class will discuss different lighting angles in small groups. - Teacher will set up four separate locations on the stage. - Teacher will set up different lighting angles in each section. - Students will work in small groups to label the different sections on the lighting angle worksheet. - Students will compare and contrast their worksheets in a jigsaw exercise. - Students will rotate in each section to see all lighting angles and effects.	- Students will be assessed based on their participation in class discussions. - Students will be assessed based on completed class work.
Differentiation: Pair and share information, flexible grouping, multiple intelligence options, tiered activities/assignments, varied product choices.		



Resources Provided:

- Textbook
- Handout
- Teacher generated notes.
- www.osha.gov



Lesson Plan 3 Template

Content Area: Media Arts Lesson Title: Lighting Maintenance 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: Career Readiness, Life Literacies, English

Integration of Technology: Students will use their laptops to research proper lighting maintenance such as cost of replacement parts and equipment and technology upgrades, instructional DVD.

Equipment Needed: Laptops with internet access, lighting parts and equipment, stage

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate proper maintenance of lighting equipment. • Compare and contrast the different prices for replacement and new equipment.	Lesson Sequence 1. Teacher will demonstrate the proper maintenance for lighting parts and equipment. 2. Students will demonstrate the proper maintenance. 3. Students will create a worksheet for prices to repair and replace lighting equipment.	• Students will be assessed based on their participation in class discussions. • Students will be assessed based on completed class work.
Differentiation: Pair and share information, flexible grouping, multiple intelligence options, tiered activities/assignments, varied product choices.		
Resources Provided: • Study guide vocabulary handout • Teacher generated notes		



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Media Arts	Grade Level: 9-12	Unit Title: Lighting Parts and Equipment
Created: Gregory Coward	Board Approved on:	



Unit 3 Overview Template

Content Area: Media Arts

Grade Level: 9-12 **Unit Title:** The Lighting Director & Lighting Board Operation

Unit Summary: This unit will develop the understanding of the Lighting Director and the proper lighting arrangements for a production. Students will also learn how to operate the lighting board.

Primary Interdisciplinary Connections: Career Readiness, Life Literacies, English

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

Unit Rationale: This unit allows students to gain an understanding about the role of the lighting director in a theatrical production. Students will also receive hands-on experience in operating the lighting board for a theatrical production.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: 1.2, W.AW.11-12.1, W.IW.11-12.2, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5

Content Statements:

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 3: Refining and completing products.

Anchor Standard 4: Selecting, analyzing and interpreting work.

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 10: Synthesizing and relating knowledge and personal experiences to create products.

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

Argumentative Writing

Informative and Explanatory Writing

Core Idea: These are the strategies to improve one's professional value and marketability.

Core Idea: Career planning requires purposeful planning based on research, self-knowledge and informed choices.

Core Idea: With a growth mindset, failure is an important part of success.

Core Idea: Innovative ideas or innovation can lead to career opportunities.

Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Core Idea: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.

Core Idea: Cultivating online reputations for employers and academia requires separating private and professional digital identities.

Core Idea: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed



the nature, content, and responsibilities of many careers.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
1.2.12adv.Cr1b	Fluently integrate a personalized digital portfolio that contains a resume, exemplary projects and activities reflecting personal and academic interests, achievements and career aspirations.rate a sophisticated personal aesthetic for media arts productions.
1.2.12adv.Cr3b	Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences and contexts.
1.2.12adv.Pr4a	Synthesize various arts, media arts forms and academic content into unified media arts.
1.2.12adv.Pr5c	Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.
1.2.12adv.Re7a	Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks.
1.2.12adv.Re9a	Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes and considering complex goals and factors.
1.2.12adv.Cn10b	Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences.
1.2.12adv.Cn11a	Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.
W.AW.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.IW.11-12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.



9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12 prof.CR2b, 2.2.12.LF.8).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors



SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Essential Questions:

- How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?
- How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?
- How are complex media arts experiences constructed? At what point is a work considered "complete"?
- How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?
- How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?



- How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?
- How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?
- 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 mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?
- What are the names and functions of various lighting parts and equipment?
- How does lighting affect the mood of the play?
- What is the main role and functions of the Lighting Director?
- What is the main role of the Lighting Board Operator?
- What is the importance of a Lighting Cue Sheet?

Unit Enduring Understandings:

- Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.
- Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.
- The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks.
- Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.
- Media artists require a range of skills and abilities to creatively solve problems.
- Media artists present, share and distribute media artworks through various social, cultural, and political contexts.
- 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.
- Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.
- Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.
- Understanding connections to varied contexts and daily life enhances a media artist's work.
- The Lighting Director has many roles and impacts the mood of a theatrical production.
- The Lighting Board Operator controls all lighting aspects in a theatrical production.
- Lighting cues are important for everyone involved in a theatrical production.

Unit Learning Targets:

Students will

- Be able to identify various roles and functions of the Lighting Director.



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

- Be able to operate a lighting production board and how light affects characters and scenery in a theatrical production.
- Be able to demonstrate how to design a lighting cue sheet.



Evidence of Learning

Summative Assessment (5 weeks)

Students will define the roles and responsibilities of the lighting director.

Students will define the terms for the lighting board.

Students will complete a worksheet about the lighting board.

Students will demonstrate they are proficient in operating the lighting board.

Students will demonstrate the ability to maintain the lighting board.

Students will design and complete a lighting cue sheet.

Students will execute a written test at the end of each lesson.

Formative Assessments:

- Students will be assessed on class participation.
- Students will be assessed through teacher's questions.
- Students will be assessed on class work assignments.
- Students will be assessed on specific projects.
- Students will be assessed on written tests.
- Students will be assessed on the operation of equipment.



Lesson Plans

Lesson	Time Frame
Lesson 1 The Role of the Lighting Director	5 Days
Lesson 2 Operation of the Lighting Board	15 Days
Lesson 3 Designing a Lighting Cue Sheet	5 Days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

www.stagelightingguide.co.uk

www.onstagelighting.co.uk/console-programming/lighting-cue-timing/

<https://learn.schooltheatre.org/click-to-teach-lesson-plans>

https://ny.pbslearningmedia.org/subjects/the-arts/theater/?rank_by=recency

<https://acm.newark.rutgers.edu/technical-theater/>

<https://admissions.rowan.edu/academic-programs/cpa/theatre-design-technical.html>

[https://learn.org/directory/category/The_Visual_and_Performing_Arts/Theatre_Arts/Technical Theatre Design.html](https://learn.org/directory/category/The_Visual_and_Performing_Arts/Theatre_Arts/Technical_Theatre_Design.html)

https://www.theatrefolk.com/dta_curricula

<https://www.theatrecrafts.com/pages/home/topics/beginners/glossary/>

<https://study.com/academy/lesson/technical-theatre-history-elements.html>

<https://open.umn.edu/opentextbooks/textbooks/650>

https://youtu.be/azzyfWoOf00?si=KoAAmH_x2HK4Zz1f



Lesson Plan 1 Template

Content Area: Media Arts Lesson Title: The Role of the Lighting Director Time Frame: 5 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: Career Readiness, Life Literacies, English

Integration of Technology: Students will use their laptops to perform various activities, instructional DVD.

Equipment Needed: Laptops with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify and explain the role of the lighting director in a theatrical production.	Lesson Sequence - Teacher will distribute a blank worksheet to students about the roles of the lighting director. - Students will work in small groups to brainstorm the roles and responsibilities of the lighting director. - Teacher will discuss with the class and the students will formalize one completed handout of the roles and responsibilities of the lighting director.	- Students will be assessed based on their participation in class discussions. - Students will be assessed based on completed class work. - Written test at the conclusion of the lesson.
Differentiation: Pair and share information, flexible grouping, multiple intelligence options, tiered activities/assignments, varied product choices.		
Resources Provided: - Study guide vocabulary handout - Teacher generated notes		



Lesson Plan 2 Template

Content Area: Media Arts Lesson Title: Operation of the Lighting Board Time Frame: 15 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: Career Readiness, Life Literacies, English

Integration of Technology: Students will use their laptops to perform various activities, instructional DVD, operation of lighting equipment.

Equipment Needed: Laptops with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify and explain the different parts and operation of the lighting dimmer board.	Lesson Sequence - Teacher will distribute a vocabulary word bank sheet of lighting board terminology. - While working with students in the school's auditorium, the teacher will introduce the names of the controls and parts of the lighting board. - Students will work in small groups to complete their vocabulary sheets. - Class will formalize one completed handout of lighting board parts and equipment. - Students will work in small groups operating the lighting board. - Students will complete assigned class work about the operation of the lighting board.	- Students will be assessed based on their participation in class discussions. - Students will be assessed based on completed class work. - Written test at the conclusion of the lesson.



Differentiation: Pair and share information, flexible grouping, multiple intelligence options, tiered activities/assignments, varied product choices.

Resources Provided:

- Study guide vocabulary handout
- Teacher generated notes



Lesson Plan 3 Template

Content Area: Media Arts Lesson Title: Designing a Lighting Cue Sheet Time Frame: 5 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: Career Readiness, Life Literacies, English

Integration of Technology: Students will use their laptops to perform various activities, instructional DVD, operation of lighting equipment.

Equipment Needed: Laptops with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and explain the reasons for a lighting cue sheet used in a theatrical production - Design a lighting cue sheet for a specific scene of a theatrical production	Lesson Sequence. - Teacher will distribute a blank lighting cue sheet handout to students. - While working with students in the school's auditorium, the teacher will introduce the ways to create a lighting cue sheet based on prior student knowledge of the lighting board operation. - Students will work in small groups to create a lighting cue sheet from a selected scene of a popular play, movie or television program. - Class will formalize written critiques of the groups once the scenes are completed. Students must incorporate specific vocabulary discussed during the lesson in their critiques.	- Students will be assessed based on their participation in class discussions - Students will be assessed based on completed class work - Written test (critiques) at the conclusion of the lesson



Differentiation: Pair and share information, flexible grouping, multiple intelligence options, tiered activities/assignments, varied product choices.

Resources Provided:

- Study guide vocabulary handout
- Teacher generated notes



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Media Arts	Grade Level: 9-12	Unit Title: The Lighting Director & Lighting Board Operation
Created: Gregory Coward	Board Approved on:	



Unit 4 Overview Template

Content Area: Media Arts **Grade Level:** 9-12 **Unit Title:** Sound Parts & Equipment

Unit Summary: This unit focuses on the understanding of the terminology involved with the sound parts and equipment and basic production techniques.

Primary Interdisciplinary Connections: Career Readiness, Life Literacies, English

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy

☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: This unit shows how sound equipment is utilized in a theatrical production.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: 1.2, W.AW.11-12.1, W.IW.11-12.2, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5

Content Statements:

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 3: Refining and completing products.

Anchor Standard 4: Selecting, analyzing and interpreting work.

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 10: Synthesizing and relating knowledge and personal experiences to create products.

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

Argumentative Writing

Informative and Explanatory Writing

Core Idea: These are the strategies to improve one's professional value and marketability.

Core Idea: Career planning requires purposeful planning based on research, self-knowledge and informed choices.

Core Idea: With a growth mindset, failure is an important part of success.

Core Idea: Innovative ideas or innovation can lead to career opportunities.

Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Core Idea: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.

Core Idea: Cultivating online reputations for employers and academia requires separating private and professional digital identities.

Core Idea: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management



SEL.PK-12.3: Social Awareness
 SEL.PK-12.4: Responsible Decision-Making
 SEL.PK-12.5: Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
1.2.12adv.Cr1b	Fluently integrate a personalized digital portfolio that contains a resume, exemplary projects and activities reflecting personal and academic interests, achievements and career aspirations.rate a sophisticated personal aesthetic for media arts productions.
1.2.12adv.Cr3b	Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences and contexts.
1.2.12adv.Pr4a	Synthesize various arts, media arts forms and academic content into unified media arts.
1.2.12adv.Pr5c	Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.
1.2.12adv.Re7a	Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks.
1.2.12adv.Re9a	Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes and considering complex goals and factors.
1.2.12adv.Cn10b	Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences.
1.2.12adv.Cn11a	Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.
W.AW.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.IW.11-12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.



9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals



SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Essential Questions:

- How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?
- How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?
- How are complex media arts experiences constructed? At what point is a work considered "complete"?
- How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?
- How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?
- How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?



- How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?
- 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 mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?
- What are the names and functions of various lighting parts and equipment?
- How does lighting affect the mood of the play?
- How does sound enhance a theatrical production?
- How are the sound parts and equipment utilized in a theatrical production?

Unit Enduring Understandings:

- Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.
- Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.
- The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks.
- Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.
- Media artists require a range of skills and abilities to creatively solve problems.
- Media artists present, share and distribute media artworks through various social, cultural, and political contexts.
- 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.
- Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.
- Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.
- Understanding connections to varied contexts and daily life enhances a media artist's work.
- Sound is a major function in a theatrical production.
- Sound design is a popular career choice in respect to technical roles in the theater.

Unit Learning Targets:

Students will....

- Be able to identify various types of sound parts and equipment.
- Be able to identify various types of sound playback and recording devices.
- Be able to determine how sound is incorporated into a theatrical production.
- Be able to demonstrate how to properly handle, operate and maintain the sound equipment.



Evidence of Learning

Summative Assessment: (4 Weeks)

Students will define the terminology relating to sound design.

Students will define the terms relating to sound parts and equipment.

Students will complete a worksheet about sound design, parts and equipment.

Students will define the terms relating to sound playback and recording devices.

Students will complete a worksheet about terms relating to sound playback and recording devices.

Students will demonstrate the ability to maintain the sound parts, equipment, playback and recording devices.

Students will execute a written test at the end of each lesson.

Equipment Needed: Teacher laptop, student laptop, production equipment

Teacher Resources: Notes, lecture, demonstration, operation of equipment, internet access, instructional DVD

Formative Assessments:

- Students will be assessed on class participation.
- Students will be assessed through teacher's questions.
- Students will be assessed on class work assignments.
- Students will be assessed on specific projects.
- Students will be assessed on written tests.
- Students will be assessed on the operation of sound equipment.
- Students will be assessed on the writing of a sound parts and equipment worksheet.



Lesson Plans

Lesson	Time Frame
Lesson 1 - Introduction to Sound	5 Days
Lesson 2 - Types of Sound Parts and Equipment	10 Days
Lesson 3 - Types of Playing and Recording Devices	5 Days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

<https://www.channelaudiogroup.com/single-post/What-Does-a-Sound-Board-Do>

<https://learn.schooltheatre.org/click-to-teach-lesson-plans>

https://ny.pbslearningmedia.org/subjects/the-arts/theater/?rank_by=recency

<https://acm.newark.rutgers.edu/technical-theater/>

<https://admissions.rowan.edu/academic-programs/cpa/theatre-design-technical.html>

[https://learn.org/directory/category/The_Visual_and_Performing_Arts/Theatre_Arts/Technical Theatre Design.html](https://learn.org/directory/category/The_Visual_and_Performing_Arts/Theatre_Arts/Technical_Theatre_Design.html)

https://www.theatrefolk.com/dta_curricula

<https://www.theatre crafts.com/pages/home/topics/beginners/glossary/>

<https://study.com/academy/lesson/technical-theatre-history-elements.html>

<https://open.umn.edu/opentextbooks/textbooks/650>

https://youtu.be/azzyfWoOf0o?si=KoAAmH_x2HK4Zz1f



Lesson Plan 1 Template

Content Area: Media Arts Lesson Title: Introduction to Sound Time Frame: 5 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: Career Readiness, Life Literacies, English

Integration of Technology: Students will use their laptops to perform various activities, instructional DVD.

Equipment Needed: Laptops with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Define the terminology related to sound design.	Lesson Sequence - Teacher will introduce the lesson. - Class will work in small groups to discuss different terminology. - Teacher will distribute a worksheet. - Students will use the internet and textbook to fill out vocabulary worksheet.	- Students will be assessed based on their participation in class discussions. - Students will be assessed based on completed class work.
Differentiation: Pair and share information, flexible grouping, multiple intelligence options, tiered activities/assignments, varied product choices.		
Resources Provided: - Textbook - Teacher's notes. - Vocabulary worksheet www.theatre crafts.com		



Lesson Plan 2 Template

Content Area: Media Arts Lesson Title: Types of Sound Parts and Equipment

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: Career Readiness, Life Literacies, English

Integration of Technology: Students will use their laptops to perform various activities, instructional DVD, operation of sound equipment.

Equipment Needed: Laptops with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify and explain the different sound parts and equipment used in a theatrical production.	Lesson Sequence - Students will discuss in small groups the reasons for using different sound equipment. - Teacher will distribute a blank handout to students for the different sound parts and equipment used in a theater. - While working with students in the school's auditorium, the teacher will introduce the names and demonstrate the sound parts and equipment used in a theater. - Students will work in small groups labeling the sound parts and equipment.	- Students will be assessed based on their participation in class discussions. - Students will be assessed based on completed class work. - Written test at the conclusion of the lesson.



- | | | |
|--|--|--|
| | <ol style="list-style-type: none">5. Class will formalize one completed handout of sound parts and equipment.6. Students will complete assigned class work about sound parts and equipment. | |
|--|--|--|

Differentiation: Pair and share information, flexible grouping, multiple intelligence options, tiered activities/assignments, varied product choices.

Resources Provided:

- Study guide vocabulary handout
- Teacher generated notes
- www.theatre crafts.com



Lesson Plan 3 Template

Content Area: Media Arts Lesson Title: Types of Playing and Recording Devices Time
 Frame: 5 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: Career Readiness, Life Literacies, English

Integration of Technology: Students will use their laptops to perform various activities, instructional DVD, operation of sound equipment.

Equipment Needed: Laptops with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify and explain the different playback and recording devices used in a theatrical production.	Lesson Sequence - Students will discuss in small groups the different recording and playback equipment. - Teacher will distribute a blank handout to students for the different playback and recording equipment used in a theater. - While working with students in the school's auditorium, the teacher will introduce the names and demonstrate the playback and recording equipment used in a theater. - Students will work in small groups labeling the playback and recording equipment. - Class will formalize one completed handout of	- Students will be assessed based on their participation in class discussions - Students will be assessed based on completed class work. - Written test at the conclusion of the lesson.



	the playback and recording equipment. 6. Students will complete assigned class work about the operation of sound playback and recording devices.	
Differentiation: Pair and share information, flexible grouping, multiple intelligence options, tiered activities/assignments, varied product choices.		
Resources Provided: • Study guide vocabulary handout • Teacher generated notes • www.theatre crafts.com		



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Media Arts	Grade Level: 9-12	Unit Title: Sound Parts and Equipment
Created: Gregory Coward	Board Approved on:	



Unit 5 Overview Template

Content Area: Media Arts **Grade Level:** 9-12 **Unit Title:** Sound Designer, Board Operation & Sound System

Unit Summary: This unit will develop the understanding of the Sound Designer and the proper sound arrangements for a production. Students will also learn how to operate the sound production board.

Primary Interdisciplinary Connections: Career Readiness, Life Literacies, English

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

Unit Rationale: This unit allows students to gain an understanding about the role of the sound designer in a theatrical production. Students will also receive hands-on experience in operating the sound production board and sound system. This unit is the conclusion of the course. After completion, students will have an understanding of all that is involved with lighting and sound design in a theatrical production (from before the production begins through the entire run of the show).

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: 1.2, W.AW.11-12.1, W.IW.11-12.2, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5

Content Statements:

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 3: Refining and completing products.

Anchor Standard 4: Selecting, analyzing and interpreting work.

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 10: Synthesizing and relating knowledge and personal experiences to create products.

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

Argumentative Writing

Informative and Explanatory Writing

Core Idea: These are the strategies to improve one's professional value and marketability.

Core Idea: Career planning requires purposeful planning based on research, self-knowledge and informed choices.

Core Idea: With a growth mindset, failure is an important part of success.

Core Idea: Innovative ideas or innovation can lead to career opportunities.

Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Core Idea: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.



Core Idea: Cultivating online reputations for employers and academia requires separating private and professional digital identities.

Core Idea: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
1.2.12adv.Cr1b	Fluently integrate a personalized digital portfolio that contains a resume, exemplary projects and activities reflecting personal and academic interests, achievements and career aspirations. rate a sophisticated personal aesthetic for media arts productions.
1.2.12adv.Cr3b	Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences and contexts.
1.2.12adv.Pr4a	Synthesize various arts, media arts forms and academic content into unified media arts.
1.2.12adv.Pr5c	Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.
1.2.12adv.Re7a	Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks.
1.2.12adv.Re9a	Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes and considering complex goals and factors.
1.2.12adv.Cn10b	Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences.
1.2.12adv.Cn11a	Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.
W.AW.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.IW.11-12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.



9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges



SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Essential Questions:

- How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?
- How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?
- How are complex media arts experiences constructed? At what point is a work considered "complete"?
- How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?



- How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?
- How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?
- How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?
- 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 mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?
- What are the names and functions of various lighting parts and equipment?
- How does lighting affect the mood of the play?
- What is the main role and functions of the Sound Designer?
- What is the main role of the Sound Board Operator?
- What is the importance of a Sound Cue Sheet?

Unit Enduring Understandings:

- Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.
- Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.
- The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks.
- Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.
- Media artists require a range of skills and abilities to creatively solve problems.
- Media artists present, share and distribute media artworks through various social, cultural, and political contexts.
- 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.
- Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.
- Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.
- Understanding connections to varied contexts and daily life enhances a media artist's work.
- The Sound Designer has many roles and impacts the entire theatrical production.
- The Sound Board Operator mixes and controls all sound parts and equipment used in a theatrical production.
- Sound cues are important for everyone involved in a theatrical production.



Unit Learning Targets:

Students will....

- Be able to identify various roles and functions of the Sound Designer.
- Be able to operate a sound production board.
- Be able to understand how the sound system affects characters in a theatrical production.
- Be able to demonstrate how to design a sound cue sheet.



Evidence of Learning

Summative Assessment: (5 Weeks)

Students will define the roles and responsibilities of the sound designer.

Students will define the terms for the sound production board and sound system.

Students will complete a worksheet about the sound production board and sound system.

Students will demonstrate they are proficient in operating the sound production board and sound system.

Students will design and complete a sound cue sheet.

Students will demonstrate the ability to maintain the sound production board and sound system.

Students will execute a written test at the end of each lesson.

Equipment Needed: Teacher laptop, student laptops, sound parts and equipment (microphones, wires, playback and recording devices), sound production board.

Teacher Resources: Sound parts and equipment study guides, sound production board study guide, worksheets, textbook, notes, lecture, demonstration, internet access, instructional DVD.

Formative Assessments:

- Students will be assessed on class participation.
- Students will be assessed through teacher's questions.
- Students will be assessed on class work assignments about the sound board.
- Students will be assessed on written tests.
- Students will be assessed on the operation of sound equipment.
- Students will be assessed on the writing of a sound cue worksheet.



Lesson Plans

Lesson	Time Frame
Lesson 1 - The Role of the Sound Designer	5 Days
Lesson 2 - Operation of the Sound Production Board and Sound System	15 Days
Lesson 3 - Designing a Sound Cue Sheet	5 Days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

<https://www.channelaudiogroup.com/single-post/What-Does-a-Sound-Board-Do>

<https://learn.schooltheatre.org/click-to-teach-lesson-plans>

https://ny.pbslearningmedia.org/subjects/the-arts/theater/?rank_by=recency

<https://acm.newark.rutgers.edu/technical-theater/>

<https://admissions.rowan.edu/academic-programs/cpa/theatre-design-technical.html>

[https://learn.org/directory/category/The_Visual_and_Performing_Arts/Theatre_Arts/Technical Theatre Design.html](https://learn.org/directory/category/The_Visual_and_Performing_Arts/Theatre_Arts/Technical_Theatre_Design.html)

https://www.theatrefolk.com/dta_curricula

<https://www.theatre crafts.com/pages/home/topics/beginners/glossary/>

<https://study.com/academy/lesson/technical-theatre-history-elements.html>

<https://open.umn.edu/opentextbooks/textbooks/650>

https://youtu.be/azzyfWoOf00?si=KoAAmH_x2HK4Zz1f



Lesson Plan 1 Template

Content Area: Media Arts Lesson Title: The Role of the Sound Designer Time Frame: 5 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: Career Readiness, Life Literacies, English

Integration of Technology: Students will use their laptops to perform various activities, instructional DVD.

Equipment Needed: Laptops with internet access, sound equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify and explain the role of the sound designer in a theatrical production.	Lesson Sequence - Teacher will distribute a blank worksheet to students about the roles of the sound designer. - Students will work in small groups to brainstorm the roles and responsibilities of the sound designer. - Teacher will discuss with the class and the students will formalize one completed handout of the roles and responsibilities of the sound designer.	- Students will be assessed based on their participation in class discussions. - Students will be assessed based on completed class work. - Written test at the conclusion of the lesson.
Differentiation: Pair and share information, flexible grouping, multiple intelligence options, tiered activities/assignments, varied product choices.		
Resources Provided: - Study guide vocabulary handout - Teacher generated notes www.theatre crafts.com		



Lesson Plan 2 Template

Content Area: Media Arts Lesson Title: Operation of the Sound Production Board

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: Career Education, Technology Education, English

Integration of Technology: Students will use their laptops to perform various activities, instructional DVD, operation of sound equipment.

Equipment Needed: Laptops with internet access, sound equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify and explain the different parts and operation of the sound production board.	Lesson Sequence - Teacher will distribute a word bank vocabulary sheet of sound production board terminology. - While working with students in the school's auditorium, the teacher will introduce the names of the controls and parts of the sound production board. - Students will work in small groups to complete their vocabulary sheets. - Class will formalize one completed handout of sound production board parts and equipment. - Students will work in small groups operating the sound production board. - Students will complete assigned class work about	- Students will be assessed based on their participation in class discussions. - Students will be assessed based on completed class work. - Written test at the conclusion of the lesson.



the operation of the sound.
production board.

Differentiation: Pair and share information, flexible grouping, multiple intelligence options, tiered activities/assignments, varied product choices.

Resources Provided:

- Study Guide Vocabulary Handout
- Teacher Generated notes
- www.theatre crafts.com



Lesson Plan 3 Template

Content Area: Media Arts Lesson Title: Designing a Sound Cue Sheet **Time** Frame: 5 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: Career Readiness, Life Literacies, English

Integration of Technology: Students will use their laptops to perform various activities, instructional DVD, operation of sound equipment.

Equipment Needed: Laptops with internet access, sound equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and explain the reasons for a sound cue sheet used in a theatrical production. - Design a sound cue sheet for a specific scene of a theatrical production.	Lesson Sequence. - Teacher will distribute a blank sound cue sheet handout to students. - While working with students in the school's auditorium, the teacher will introduce the ways to create a sound cue sheet based on prior student knowledge of the sound production board operation. - Students will work in small groups to create a sound cue sheet from a selected scene of a popular play, movie or television program. - Class will formalize written critiques of the groups once the scenes are completed. - Students must incorporate specific vocabulary	- Students will be assessed based on their participation in class discussions. - Students will be assessed based on completed class work. - Written test (critiques) at the conclusion of the lesson.



	discussed during the lesson in their critiques.	
--	--	--

Differentiation: Pair and share information, flexible grouping, multiple intelligence options, tiered activities/assignments, varied product choices.

Resources Provided:

- Study guide vocabulary handout
- Teacher generated notes
- www.theatre crafts.com



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Media Arts	Grade Level: 9-12	Unit Title: Sound Designer, Board Operation & Sound System
Created: Gregory Coward	Board Approved on:	



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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.”

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.

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.