

Springfield Public Schools
Springfield, New Jersey 07081

Art
Grade K

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 August 25, 2025

Springfield Public Schools
Springfield, New Jersey

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Assistant Superintendent of Curriculum and Instruction

Curriculum Developed By:

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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: 21
Introduced By: Mrs. Turnbull
Seconded By: Mrs. Murphy
Adopted: August 25, 2025

Curriculum Update

To approve the following curriculum revisions:

a. Elementary School Level
   1. Grade K Art
   2. Grade 1 Music
   3. Grade 2 Music
   4. Grade 4 Art
   5. Grade 4 Instrumental Music
   6. Grade 4 Vocal/General Music
   7. Gifted & Talented through Art K-5

b. Middle School Level
   1. Concert Choir Gr. 6-8
   2. Concert Band Gr. 6-8
   3. Grade 7 Art (Ceramics)
   4. Grade 7-Art Lab Maker Space
   5. Grade 6 Accelerated Math
   6. Math Lab Grades 6, 7, & 8

c. High School
   1. Advanced Ceramics and 3D Forms
   2. Advanced TV Production
   3. Animation *(New)*
   4. AP Environmental Science
   5. Bake Shop I
   6. Bake Shop II
   7. Business Law
   8. Business Management
   9. Dance I
   10. Dance II
   11. Digital Photography

(continued)

12. Drawing and Painting
13. Foundations in Crafts
14. History of Pop Culture *(New)*
15. Introduction to Graphic Design
16. Introduction to Television
17. JDHS Beginning String Ensemble
18. Multimedia Storytelling *(New)*

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 August 25, 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 26th day of August 2025.

SEAL

Michelle Calas
School Business Administrator/ Board Secretary



SPRINGFIELD PUBLIC SCHOOLS

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

Unit Overview Template					
Content Area:	Visual Art	**Grade Level:**	Kindergarten	**Unit Title:**	Art In Our Community
Unit Summary: Students will develop skills based on prompts that give them the opportunity to display and promote their artwork in our community.					
Primary Interdisciplinary Connections: 21st Century Life and Careers, Mathematics					
21st Century Themes *[x]* Creativity and Innovation *[x]* Critical Thinking and Problem Solving *[x]* ICT Literacy *[x]* Information Literacy *[x]* Life and Career Skills *[x]* Communication and Collaboration *[x]* Media Literacy					
Unit Rationale:	This unit will give students the chance to see how art can be promoted through their community and the opportunity to showcase their artworks.				
Career Readiness:	9.2, 9.4				

Learning Targets	
Standards:	1.5, SEL.PK-12.4, K.G.A.3
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Core Idea: Different types of jobs require different knowledge and skills. Core Idea: Brainstorming can create new, innovative ideas. Core Idea: Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Core Idea: Individuals from different cultures may have different points of view and experiences. SEL.PK-12.4: Responsible Decision-Making Geometry
CPI#:	**Cumulative Progress Indicator (CPI):**
1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.
1.5.2.Cn11b	Describe why people from different places and times make art about different issues, including climate change.

9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills.
K.G.A.3	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional.

Unit Essential Questions:

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

Unit Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art

Unit Learning Targets:

Students will...

- be given prompts that reflect real-life situations and respond by creating appropriate pieces of artwork.



Evidence of Learning	
Summative Assessment:	5 days
Equipment Needed:	Markers, crayons, pencils, erasers, 3.5x3.5 drawing paper, 9x12 drawing paper, sharpies, oil pastels, assorted colored construction paper, erasers.
Teacher Resources:	artsonia.com, nasa.gov, youtube.com, deepspacesparkle.com

Formative Assessments:

- Observation of students using critical thinking skills to incorporate arts in real-life situations.
- Ability to use materials correctly.
- Ability to use community and culture to create art pieces.

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Winter Card Design 1	40 minutes/1 days
Lesson 2 Winter Card Design 2	80 minutes/2 day
Lesson 3 Winter Card Design 3	80 minutes/2 days
Teacher Notes: If needed, times can change based on the needs of students.	

Curriculum Development Resources/Technology Resources:

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

deepspacesparkle.com

youtube.com

artsonia.com



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Lesson Plan 1 Template					
Content Area:	Visual Arts	Lesson Title:	Winter Card Design 1	Time Frame:	40 minutes/ 1 days

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

X Civic Literacy X Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

☐ Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: PowerPoint Presentations, videos

Equipment Needed: Projector, computer, oil pastels, assorted cool colored construction paper, pencils, erasers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be able to convey a winter design that can be displayed on a holiday card. • Be able to identify characteristics of exemplary work. • Be able to brainstorm and communicate with peers to establish	Lesson Sequence • Teacher will give students the prompt to design a holiday card. • Students and Teacher will discuss exemplary characteristics of creating a self portrait of themselves in the snow. • Students will draw themselves in a snow scene.	• Teacher will observe students while working. • Teacher will look for characteristics of high quality work and ability to create pieces that are appropriate to be shared in the community setting.

Differentiation: Flexible grouping, varied supplemental materials, exploration by interest.

Resources Provided:

- Teacher created PowerPoint Presentation



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Lesson Plan 2 Template					
Content Area:	Visual Arts	Lesson Title:	Winter Card Design 2	Time Frame:	80 minutes/2 days

Lesson Components

21st Century Themes

X Global Awareness *X* Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving ☐ Information Literacy

X Life and Career Skills X Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness

Integration of Technology: PowerPoint, live footage from space station

Equipment Needed: Projector, PowerPoint, markers, crayons, 3.5x3.5" paper, pencils, erasers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be able to convey a winter design that can be displayed on a holiday card. • Be able to identify characteristics of exemplary work.	Lesson Sequence • Teacher will give students the prompt to design a holiday card. • Students and Teacher will discuss exemplary characteristics of creating a self portrait of themselves in the snow. • Students will draw themselves in a snow scene. • Students will color/ mix colors with oil pastels. • Clean up.	• Teacher will observe and look for understanding and appropriate subject matter. • Teacher will look for understanding of the use of materials.

Differentiation: Flexible grouping, use of collaboration of various activities, exploration by interest, work alone/together.

Resources Provided:

- (Live Space Station Footage) nasa.gov
- (Solar System Song) https://www.youtube.com/watch?v=RtU_mdL2vBM



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Lesson Plan 3 Template					
Content Area:	Visual Arts	Lesson Title:	Winter Card Design 3	Time Frame:	40 minutes/2 days

Lesson Components

21st Century Themes

x Global Awareness x Financial, Economic, Business and Entrepreneurial Literacy

x Civic Literacy x Health Literacy

21st Century Skills

x Creativity and Innovation x Critical Thinking and Problem Solving x Information Literacy

x Life and Career Skills x Communication and Collaboration x Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: PowerPoint Presentation

Equipment Needed: Projector, computer, markers, crayons, sharpie, 9x12" drawing paper, pencils, erasers.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be able to create a unique design that represents their experience in the school community. • Be able to design a piece of art that is appropriate for the prompt.	Lesson Sequence • Teacher will give students the prompt to design a holiday card. • Students and Teacher will discuss exemplary characteristics of creating a self portrait of themselves in the snow. • Students will draw themselves in a snow scene. • Students will color/mix colors with oil pastels. • Clean up. • Create a mini Museum • Critique/Review of designs.	• Teacher will look for symbols and characteristics appropriate for the school community. • Teacher will look for age appropriate designs.

Differentiation: Flexible grouping, use of collaboration of various activities, exploration by interest, work alone/together.

Resources Provided:

- PowerPoint of examples for students to adapt as their own.



Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Visual Arts	**Grade Level:**	Kindergarten	**Unit Title:**	Art in Our Community
Created:	Shannon Cuff	**Board Approved on:**	Type Here		



Unit Overview Template					
Content Area:	Visual Art	**Grade Level:**	Kindergarten	**Unit Title:**	World of Color
Unit Summary: Students will be able to identify multiple colors and how to create them.					
Primary Interdisciplinary Connections: Language Arts					
21st Century Themes *[x]* Creativity and Innovation *[x]* Critical Thinking and Problem Solving *[x]* ICT Literacy *[x]* Information Literacy *[x]* Life and Career Skills *[x]* Communication and Collaboration *[x]* Media Literacy					
Unit Rationale:	This unit will introduce students to color theory (guidance in color mixing and the effects of color combinations).				
Career Readiness:	9.2, 9.4				

Learning Targets	
Standards:	1.5, SEL.PK-12.4, L.VI
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 9: Applying criteria to evaluate products. Core Idea: Different types of jobs require different knowledge and skills. Core Idea: Brainstorming can create new, innovative ideas. Core Idea: Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. SEL.PK-12.4: Responsible Decision-Making Language Domain
CPI#:	**Cumulative Progress Indicator (CPI):**
1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
1.5.2.Re9a	Use art vocabulary to explain preferences in selecting and classifying artwork.
9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work
9.4.2.CT.3	Use a variety of types of thinking to solve problems
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills.

L.VI.K.3.A	With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Unit Essential Questions:

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

Unit Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
- People evaluate art based on various criteria.

Unit Learning Targets:

Students will...

- identify various colors, how to make them, and why artists make choices with colors.



Evidence of Learning	
Summative Assessment:	8 days
Equipment Needed:	Red model magic, blue model magic, yellow model magic, tempera paint, paint brushes, 9x12 painting paper, water cups, placemats, scissors, glue, assorted colored construction paper, 9x12 black construction paper, Ziploc bags, crayons.
Teacher Resources:	smartteacher.com, youtube.com, https://www.mcps.k12.md.us, *Mouse Paint*, Ellen Stoll Walsh.

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Creating Colors	40 minutes/ 1 day
Lesson 2 Mouse Paint Color Wheel	160 minutes/ 4 days
Lesson 3 ROY G BIV	120 minutes/3 days
Teacher Notes: If needed, time can be adjusted based on the needs of students.	
Curriculum Development Resources/Technology Resources: *Click the links below to access additional resources used to design this unit:* smartteacher.com	



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Lesson Plan 1 Template					
Content Area:	Visual Arts	Lesson Title:	Creating Colors	Time Frame:	40 minutes/ 1 day

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

X Civic Literacy X Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: "OK GO Primary Color" song (youtube.com)

Equipment Needed: Red, blue, and yellow model magic, Ziploc bags

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • identify the primary colors. • identify the colors made when mixing the primary colors.	Lesson Sequence • Teachers will assess students' prior knowledge on primary colors. • Teacher will explain the importance of primary colors and show the OK GO primary color song. • Students will pinch and pull three balls of primary colors into 2 separate pieces. • Students will mix red and yellow and discuss what is made. • Students will mix blue and yellow and discuss what is made. • Students will mix red and blue and discuss what is made. • Teacher will review that the primary colors make all the other colors!	• Students will identify primary colors and importance of them. • Teacher observation.

	• Clean up (put model magic in bags). • Review of primary colors.	

Differentiation: Mini workshops to re-teach or extend skills, work alone/ together, project-based learning.

Resources Provided:

- Sesame Street: *Three Primary Colors,* OK Go https://www.youtube.com/watch?v=eqHJ9gDLkL8



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Lesson Plan 2 Template					
Content Area:	Visual Arts	Lesson Title:	Mouse Paint Color Wheel	Time Frame:	160 minutes/4 days

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

X Civic Literacy X Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy

Interdisciplinary Connections: Language Arts, 21st Century Life and Careers

Integration of Technology: Reading resources

Equipment Needed: Assorted colored construction paper, scissors, glue, 9x12 black construction paper, glue, crayons

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be able to identify secondary colors. • Use materials appropriately when creating.	Lesson Sequence • Teacher will review what primary colors and what they make by reading *Mouse Paint*. • Teacher will introduce that mixed colors are called secondary colors. • Students will spend time practicing tracing and cutting circles on extra paper before doing final. • Students will cut primary colors and secondary color circles. • Students will glue primary circles in triangles. • Students will glue correct secondary colors between primary colors in order to create a color wheel. • Students will draw ears and tails on mice.	• Students will identify secondary colors and how to create them. • Teacher observation.

	• Students will design a cat to watch mice from the story. • Students will color cats. • Students will glue cats on paper. • Clean up. • Review of secondary colors and how to make them.	

Differentiation: Varied supplemental materials, work alone/ together, project-based learning, multiple intelligence options

Resources Provided:

- *Mouse Paint*, Ellen Stoll Walsh



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Lesson Plan 3 Template					
Content Area:	Visual Arts	Lesson Title:	ROY G BIV	Time Frame:	120 minutes/4 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: "ROY G BIV" song by They Might Be Giants

Equipment Needed: Computer, projector, tempera paint, paint brushes, pencils, water cups, placemats, 9x12 drawing paper, crayons

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify order of color spectrum. • Use correct techniques when painting.	Lesson Sequence • Review of primary and secondary colors. • Teacher explains all colors go in an order just like the rainbow. • Teacher will show the *ROY G BIV* video. • Students will draw their own version of ROY G BIV. • Students will color ROY G BIV. • Teacher will review painting techniques. • Students will paint ROY G BIV's hair in the order of the color spectrum. • Clean up. • Review of color spectrum.	• Students will identify the order of the color spectrum. • Teacher observation.

Differentiation: Varied supplemental materials, work alone/ together, project-based learning, multiple intelligence options.

Resources Provided:

- *Roy G Biv,* They Might Be Giants: https://www.youtube.com/watch?v=Gf33ueRXMzQ



Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Visual Arts	**Grade Level:**	Kindergarten	**Unit Title:**	World of Colors
Created:	Shannon Cuff	**Board Approved on:**	Type Here		



Unit Overview Template					
Content Area:	Visual Art	**Grade Level:**	Kindergarten	**Unit Title:**	All Kinds of Lines
Unit Summary: Students will develop knowledge of different kinds of lines, the proper names for each, and how to use lines to create different kinds of artwork.					
Primary Interdisciplinary Connections: Mathematics					
21st Century Themes *[x]* Creativity and Innovation *[x]* Critical Thinking and Problem Solving *[x]* ICT Literacy *[x]* Information Literacy *[x]* Life and Career Skills *[x]* Communication and Collaboration *[x]* Media Literacy					
Unit Rationale:	This unit will introduce students to all different kinds of lines and how we can connect to the visual arts and the world around us.				
Career Readiness:	9.2, 9.4				

Learning Targets	
Standards:	1.5, SEL.PK-12.4, K.G.A.3
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas, Anchor Standard 2: Organizing and developing ideas, Anchor Standard 9: Applying criteria to evaluate products, Core Idea: Different types of jobs require different knowledge and skills. Core Idea: Brainstorming can create new, innovative ideas. Core Idea: Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. SEL.PK-12.4: Responsible Decision-Making Geometry
CPI#:	**Cumulative Progress Indicator (CPI):**
1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
1.5.2.Re9a	Use art vocabulary to explain preferences in selecting and classifying artwork.
9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills.

K.G.A.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional.

Unit Essential Questions:

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

Unit Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
- People evaluate art based on various criteria.

Unit Learning Targets:

Students will...

- identify different kinds of lines and create them using multiple materials appropriately.



Evidence of Learning	
Summative Assessment:	5 Days
Equipment Needed:	9x12" watercolor paper, watercolor paint sets, watercolor paint brushes, crayons, projector, computer, placemats, water cups, pencils, paper towels
Teacher Resources:	(The Line Song) https://www.youtube.com/watch?v=DQEVllmeWH4, PowerPoint Presentation, books, historical examples, Art by Patrick McDonnell

Formative Assessments:

- Teacher observation: students can identify and create lines, students can describe characteristics of lines.
- Ability to draw different lines.
- Ability to use materials appropriately.

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Line Sculpture	40 minutes/ 1 class
Lesson 2 Abstract Line Watercolor	120 minutes/ 3 classes
Lesson 3 Line Collage	40 minutes/ 1 class
Teacher Notes: If needed, time can be adjusted based on the needs of students.	

Curriculum Development Resources/Technology Resources:

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

(Lesson Inspiration) http://www.arttango.com

(Line Song) https://www.youtube.com/watch?v=DQEVllmeWH4

(Lesson inspiration) https://cassiestephens.blogspot.com



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Lesson Plan 1 Template					
Content Area:	Visual Art	Lesson Title:	Line Sculpture	Time Frame:	40 minutes/ 1 class

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

X Civic Literacy X Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy

Interdisciplinary Connections: Mathematics

Integration of Technology: Projector, computer, PowerPoint

Equipment Needed: Projector, computer, various widths x 9" strips of paper, 8x8" white tag paper (base)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify at least three different kinds of lines.	Lesson Sequence • Class discussion on lines and sculpture (What do we already know?) and explain that we are making sculpture with lines. • Teachers will ask students to point out lines they see in the classroom. • Teacher will demonstrate how to make curved lines, zig-zag lines, straight lines, spirals, etc. • Teacher will explain if they want their sculpture to stand it must have feet! • Teacher will show students proper gluing (hold for 10 seconds). • Students work independently.	• Students will create different lines with arms. • Teacher will observe for understanding. • Teacher will observe for 'S' creating a variety of lines on sculpture.

	• Closing: Simon Says (Line Version).	

Differentiation: Flexible grouping, varied supplemental materials, exploration by interest.

Resources Provided:

- "Lines That Wiggle" read aloud
- https://www.youtube.com/watch?v=3UDqx4OQoMk



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Lesson Plan 2 Template					
Content Area:	Visual Arts	Lesson Title:	Abstract Line Watercolor	Time Frame:	120 minutes/ 3 Days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Mathematics, Technology, 21st Century Life and Careers.

Integration of Technology: Projector, computer, video

Equipment Needed: Projector, computer, video, 9x12" watercolor paper, watercolor paints, paint brushes, crayons, water, water cups, placemats, smocks, paper towels

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create at least 1 horizontal, vertical, and diagonal line. • Create at least 3 different types of lines (ex. wavy, zig-zag, etc.) • Use painting supplies appropriately for age level.	Lesson Sequence • Review with students lines from the previous lesson. • Have students create abstract designs using terms including horizontal, vertical, diagonal, wavy, zig-zag. straight, etc. with different color crayons. • Teacher demonstrates proper use of watercolor paints. • Students will be guided through painting and paint each section a different color to create a unique abstract piece. • Closure: Tell a friend one thing you learned today.	• Students will create different lines and the teacher will observe for understanding. • Teachers will assess Students for proper use of painting materials and supplies.

Differentiation: Flexible grouping, use of collaboration of various activities, exploration by interest.

Resources Provided:

- (Line Song) https://www.youtube.com/watch?v=DQEVllmeWH4



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Lesson Plan 3 Template					
Content Area:	Visual Art	Lesson Title:	Piet Mondrian Collage	Time Frame:	40 minutes/ 1 Day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Mathematics, 21st Century Life and Careers

Integration of Technology: Projector, computer, PowerPoint

Equipment Needed: Various cut sizes of construction paper, black ½" strips of construction paper, glue, 9x12" multipurpose paper, projector, computer, PowerPoint

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use supplies appropriately for age level. • Create a collage using line and shape inspired by the work of Piet Mondrian.	Lesson Sequence • Teacher will review lines with students (through Simon Says with Line). • Teacher will show works of Piet Mondrian with PowerPoint (asking what the student sees including line, color, and shape). • Teacher will review gluing and proper use of scissors. • Students will independently work on their own to create Piet Mondrian inspired collage. • Closure: Art Gallery.	• Students will create different lines and the teacher will observe for understanding. • Teachers will assess students for proper use of painting materials and supplies.

Differentiation: Use of collaboration of various activities, exploration by interest, work alone/together.

Resources Provided:
- Piet Mondrian PowerPoint



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Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Visual Art	**Grade Level:**	Kindergarten	**Unit Title:**	All Kinds of Lines
Created:	Shannon Cuff	**Board Approved on:**	Type Here		



Unit Overview Template					
Content Area:	Visual Art	**Grade Level:**	Kindergarten	**Unit Title:**	Black History Month
Unit Summary: Students will explore themes of self-acceptance, diversity, and cultural heritage through the book *Beautiful Blackbird* by Ashley Bryan. Inspired by the story's message that "color on the outside is not what's on the inside," students will engage in discussions about beauty, individuality, and community.					
Primary Interdisciplinary Connections: Technology					
21st Century Themes *[X]* Creativity and Innovation *[X]* Critical Thinking and Problem Solving *[X]* ICT Literacy *[X]* Information Literacy *[X]* Life and Career Skills *[X]* Communication and Collaboration *[X]* Media Literacy					
Unit Rationale:	This unit is designed to celebrate diversity, individuality, and self-acceptance through the lens of visual storytelling and collage art. Using *Beautiful Blackbird* by Ashley Bryan as inspiration, students will explore themes of beauty, community, and cultural pride while engaging in hands-on art-making.				
Career Readiness:	9.2, 9.4				

Learning Targets	
Standards:	1.5, SEL.PK-12.4
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 9: Applying criteria to evaluate products. Core Idea: Different types of jobs require different knowledge and skills. Core Idea: Brainstorming can create new, innovative ideas. Core Idea: Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. SEL.PK-12.4: Responsible Decision-Making
CPI#:	**Cumulative Progress Indicator (CPI):**
1.5.2.Cr1a	Engage in exploration and imaginative play with materials.
1.5.2.Cr1b	Engage in self-directed or collaborative exploration with a variety of materials.
1.5.2.Cr2a	Through experimentation, build skills in various media, techniques, and approaches to art-making.
1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
1.5.2.Cr3a	Discuss and reflect with peers about choices made in creating artwork.
1.5.2.Re7a	Identify uses of art in daily life and different cultures.
1.5.2.Re7b	Describe, compare, and categorize visual characteristics of artwork.

1.5.2.Re9a	Use art vocabulary to express preferences about artwork.
9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills.

Unit Essential Questions:

- How can we use art to celebrate diversity and individuality?
- How do colors, shapes, and patterns help tell a story in art?
- How do artists from different cultures express identity and pride through their work?
- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Unit Enduring Understandings:

- Art can be a powerful tool for celebrating diversity and individuality.
- Artists use colors, shapes, and patterns to tell stories and express identity.
- Art can help build a sense of community by encouraging appreciation for others' unique qualities.
- Collage is a form of artistic expression that can convey emotion, culture, and personal meaning.
- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.
- People evaluate art based on various criteria.

Unit Learning Targets:
Students will...

- create an original collage that celebrates individuality and community, inspired by *Beautiful Blackbird*. Students will be able to explain how colors, shapes, and patterns can be used to express emotions and personal identity.

Evidence of Learning
Summative Assessment: 4 days
Equipment Needed: Paper, crayons, markers, pencils, erasers, glue, oil pastels, scissors, projector
Teacher Resources:
Formative Assessments: • Teacher will observe students identifying and creating a colorful picture. • Teacher will assess and evaluate the student's ability to create a collage. • Teacher will assess and evaluate the student's ability to use material appropriately.

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Beautiful Black Bird	80/2 days
Lesson 2 Clementine Hunter flowers	120 hours/4 days
Lesson 3 Collage landscape	80 hours/2 days
Teacher Notes: If needed, time can be adjusted based on the needs of students.	
Curriculum Development Resources/Technology Resources: *Click the links below to access additional resources used to design this unit:* https://www.youtube.com/watch?v=HGCoSzsFGog https://www.youtube.com/watch?v=GWWcT31jtco	



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Lesson Plan 1 Template					
Content Area:	Visual Arts	Lesson Title:	Beautiful Black Bird	Time Frame:	80 Mins/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: Technology

Integration of Technology: Google slides presentation

Equipment Needed: projector, 8x11 paper, glue, scissors, scrap paper, crayons, oil pastels, markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Students will develop an appreciation for diversity, individuality, and self-expression through literature and visual arts. • Students will gain an understanding of collage as an artistic medium and its use in storytelling. • Students will use art to explore and express their unique identity while celebrating differences in others.	Lesson Sequence • Show the cover of *Beautiful Blackbird* and ask students what they think the story might be about. • Discuss: What does it mean to be unique? What makes you special? • Introduction to Collage Art • Show examples of Ashley Bryan's collage technique. • Explain that students will make their own collage inspired by the story—celebrating themselves using bold colors, shapes, and patterns. Day 2: Cut-Paper Collage Creation • Students cut and arrange paper pieces to create	• Students will create a collage using paper and pastels. • Teacher observation.

	their own colorful birds or abstract self-representations. • Encourage layering and pattern-making with different shapes. • Optional: Add details with oil pastels or colored pencils.	

Differentiation: Visual aids, presentation, read a loud story with subtitles, precut shapes, templates

Resources Provided:

- Google Slides Presentation



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Lesson Plan 2 Template					
Content Area:	Visual Arts	Lesson Title:	Clementine Hunter Flowers	Time Frame:	120 hours/4 days

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy

☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Technology

Integration of Technology: Google slides presentation

Equipment Needed: projector, 8x11 paper, glue, scissors, scrap paper, crayons, oil pastels, markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • learn about Clementine Hunter, a self-taught folk artist, and create a floral painting inspired by her style using bright colors and simplified shapes.	Lesson Sequence • Show examples of her artwork, focusing on her flower paintings. • Discuss how she painted scenes from her life on a plantation, using bright colors and expressive brushstrokes. • Explain that she was a self-taught folk artist and painted using whatever materials she could find. • Students paint the background first, using warm or cool colors. • Encourage thick brushstrokes and bold application of color, like Clementine Hunter. • Students paint their flowers using bright, solid colors.	• Students will create a floral painting based off of our featured artist. • Teacher observation.

Differentiation: Visual aids, presentation, read a loud story with subtitles, precut shapes, templates

Resources Provided:

- Google Slides Presentation



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Lesson Plan 3 Template					
Content Area:	Visual Arts	Lesson Title:	Colorful Collage landscape	Time Frame:	40 mins/1 day

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy

☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Technology

Integration of Technology: Google slides presentation

Equipment Needed: Projector, 9 x 12 paper, glue, scissors, colored construction paper, crayons, oil pastels, markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • learn about using cut and torn paper to create a landscape.	Lesson Sequence • Show examples of different types of landscapes. • Discuss foreground, middle ground, and background • Students select colors and begin tearing paper into organic shapes. • Remind them that torn edges create texture and a natural look • Students layer their torn paper pieces to build their landscapes, starting with the background. • Encourage overlapping to create depth.	• Students will create a landscape using methods we learned from our featured artists from the month. • Teacher observation.

Differentiation: Visual aids, presentation, read a loud story with subtitles, precut shapes, templates

Resources Provided:

- Google Slides Presentation



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

Curriculum Design Template					
Content Area:	Visual Arts	**Grade Level:**	Kindergarten	**Unit Title:**	Black History Month
Created:	Shannon Cuff	**Board Approved on:**	Type Here		



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Unit Overview Template					
Content Area:	Visual Art	**Grade Level:**	Kindergarten	**Unit Title:**	Shapes
Unit Summary: Students will develop knowledge of different kinds of shapes, the proper names for each, and how to use shapes to create different kinds of artwork.					
Primary Interdisciplinary Connections: Math					
21st Century Themes *[x]* Creativity and Innovation *[x]* Critical Thinking and Problem Solving *[x]* ICT Literacy *[x]* Information Literacy *[x]* Life and Career Skills *[x]* Communication and Collaboration *[x]* Media Literacy					
Unit Rationale:	Introducing students to all different kinds of shapes and how we can connect them with art.				
Career Readiness:	9.2, 9.4				

Learning Targets	
Standards:	1.5, SEL.PK-12.4, K.G.A.3
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 9: Applying criteria to evaluate products Core Idea: Different types of jobs require different knowledge and skills. Core Idea: Brainstorming can create new, innovative ideas. Core Idea: Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. SEL.PK-12.4: Responsible Decision-Making Geometry
CPI#:	**Cumulative Progress Indicator (CPI):**
1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
1.5.2.Re9a	Use art vocabulary to explain preferences in selecting and classifying artwork.
9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills.

K.G.A.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional.

Unit Essential Questions:

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

Unit Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
- People evaluate art based on various criteria.

Unit Learning Targets:

Students will...

- identify different kinds of shapes.



Evidence of Learning	
Summative Assessment:	7 days
Equipment Needed:	9x12" black paper, assorted color construction paper pre-cut in shapes, scissors, glue, crayons, 9x12" drawing paper, computer, projector, cardboard
Teacher Resources:	Art Historical references, Mati and Dada learning videos, PowerPoint presentations.

Formative Assessments:

- Teacher observation: students can identify and name shapes; describe attributes.
- Ability to draw and print different kinds of shapes.
- Ability to use materials correctly.

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Shape Cityscapes	80 minutes/2 days
Lesson 2 Shape Monster	80 minutes /2 days
Lesson 3 Shape Animals	120 minutes/3 days

Teacher Notes: If needed, time can be adjusted based on the needs of students.

Curriculum Development Resources/Technology Resources:

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

(Lesson Inspiration) https://artprojectsforkids.org/

(Lesson Inspiration) https://www.deepspacesparkle.com

(2D Shape Song) https://www.youtube.com/watch?v=coZfbTIzS5I



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Lesson Plan 1 Template					
Content Area:	Visual Arts	Lesson Title:	Shape Cityscapes	Time Frame:	80 minutes/2 day

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

X Civic Literacy X Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy

Interdisciplinary Connections: Mathematics

Integration of Technology: PowerPoints, videos.

Equipment Needed: Assorted Pre-cut construction shapes, black construction paper, scissors, glue, placemats, projector, computer, 9x12" black construction paper.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • identify at least 2 shapes. • create shapes appropriately with supplies.	Lesson Sequence • Teacher will show students a Shape video and formally assess which shapes students know. • Teacher will review squares and rectangles (how many sides, corners, etc) and discuss what circles and rectangles are around us. • Teacher will show students pictures of a cityscape and discuss what shapes buildings are. • Teacher will demonstrate how to create a cityscape collage. • Students will work independently and will observe. • Teacher will demonstrate how to add	• Students will identify different kinds of lines. • Teacher observation.

	more details by stamping lines and shapes on top of the collage. • Students will add details on top of college. • Students will clean up. • Teacher and student will play *I spy* for rectangles and squares in the room.	

Differentiation: Use of collaboration of activities, work alone/together, games and tournaments, project-based learning.

Resources Provided:

- (2D Shape Song) https://www.youtube.com/results?search_query=scratch+garden+shapes
- Teacher Created Cityscape PowerPoint



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Lesson Plan 2 Template					
Content Area:	Visual Art	Lesson Title:	Shape Monsters	Time Frame:	40 minutes/2 days

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

X Civic Literacy X Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy

Interdisciplinary Connections: Mathematics, 21st Century Life and Careers

Integration of Technology: PowerPoint and videos

Equipment Needed: Shape stamps, assorted tempera paint, 12x18" paper, placemats, projector, computer, oil pastels

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • identify at least 3 different kinds of shapes. • create shapes appropriately with supplies.	Lesson Sequence • Students will watch shape monster songs and Teacher will review which shapes students identified. • Teacher will review what characteristics make each shape unique. • Teacher will explain to the students that they will be making their own unique shape monsters. • Teacher will demonstrate how to stamp with stampers and paint. • Students will create monsters with stamps. • Teacher will demonstrate how to add features and accessories with oil pastels. • Students will independently add	• Students will identify different kinds of shapes. • Teacher observation.

	characteristics to their monster. • Clean up • Mini Museum	

Differentiation: Use of collaboration of activities, work alone/together, games and tournaments, project-based learning.

Resources Provided:

- Shape Monsters https://www.youtube.com/watch?v=qW6WpS2oUb8



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Lesson Plan 3 Template					
Content Area:	Visual Arts	Lesson Title:	Paul Klee Animals	Time Frame:	40 minutes/3 days

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

X Civic Literacy X Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy

Interdisciplinary Connections: Mathematics, 21st Century Life and Careers

Integration of Technology: Projector, videos, PowerPoints

Equipment Needed: 9x12 drawing paper, pencils, crayons, markers, color stix, Sharpie, projector, computer

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • identify 4 shapes. • create shapes appropriately with supplies.	Lesson Sequence • Teacher shows video of Mati and Dada: Paul Klee. • Students discuss shapes we can use to make animals like Mondrian. • Students will independently use 4 shapes to create an animal of their choice. • Students will color using color stix, markers, or crayons. • Students will trace the pencil lines with a sharpie. • Clean up • Mini Museum/Art critique.	• Students will identify different kinds of shapes. • Teacher observation.

Differentiation: Varied supplemental materials, work alone/together, independent research and projects, multiple intelligence options

Resources Provided:

- (Mati and Dada- Paul Klee) https://www.youtube.com/watch?v=eqHJ9gDLkL8



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

Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Visual Arts	**Grade Level:**	Kindergarten	**Unit Title:**	Shapes
Created:	Shannon Cuff	**Board Approved on:**	Type Here		



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Unit Overview Template					
Content Area:	Visual Art	**Grade Level:**	Kindergarten	**Unit Title:**	Textures Around Us
Unit Summary: Students will develop knowledge of textures in 2 and 3 dimensional pieces of artwork.					
Primary Interdisciplinary Connections: Language Arts, 21st Century Life and Careers					
21st Century Themes *[x]* Creativity and Innovation *[x]* Critical Thinking and Problem Solving *[x]* ICT Literacy *[x]* Information Literacy *[x]* Life and Career Skills *[x]* Communication and Collaboration *[x]* Media Literacy					
Unit Rationale:	This unit will introduce students to textures and how we can use everyday textures in our artwork.				
Career Readiness:	9.2, 9.4				

Learning Targets	
Standards:	1.5, SEL.PK-12.4, L.VI
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas, Anchor Standard 9: Applying criteria to evaluate products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Core Idea: Different types of jobs require different knowledge and skills. Core Idea: Brainstorming can create new, innovative ideas. Core Idea: Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. SEL.PK-12.4: Responsible Decision-Making Language Domain
CPI#:	**Cumulative Progress Indicator (CPI):**
1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
1.5.2.Re9a	Use art vocabulary to explain preferences in selecting and classifying artwork.
1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.
9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.

9.4.2.CI.2	Demonstrate originality and inventiveness in work.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills.
L.VI.K.3.A	With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Unit Essential Questions:

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

Unit Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
- People evaluate art based on various criteria.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Unit Learning Targets:

Students will...

- identify how to create textures using multiple materials appropriately.



Evidence of Learning	
Summative Assessment:	8 days
Equipment Needed:	Tape, construction paper, texture rubbings, color stix, 9x12 drawing paper, pencils, erasers, oil pastels, watercolors, paint brushes, water cups, placemats, paper towels, tempera paint, air dry clay, clay tools.
Teacher Resources:	deepspacesparkle.com, oneartistaday.blogspot.com, artsonia.com

Formative Assessments:

- Teacher will observe students identifying and creating textures on 2 and 3 dimensional forms.
- Teacher will assess and evaluate the student's ability to create multiple textures.
- Teacher will assess and evaluate the student's ability to use material appropriately.

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Mystery Textures	40 minutes/ 1 day
Lesson 2 Prehistoric Pinch Pots	160 minutes/4 days
Lesson 3 Wild Thing Monsters	120 minutes/3 days

Teacher Notes: If needed, time can be adjusted based on the needs of students.

Curriculum Development Resources/Technology Resources:

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

deepspacesparkle.com

oneartistaday.blogspot.com

artsonia.com

Where the Wild Things Are, Maurice Sendek

Prehistoric Art PowerPoint

https://www.youtube.com/watch?v=tDVS9XSqt90

https://www.youtube.com/watch?v=CdA4EcEkzzg



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Lesson Plan 1 Template					
Content Area:	Visual Arts	Lesson Title:	Mystery Textures	Time Frame:	40 minutes / 1 day

Lesson Components

21st Century Themes

X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy

X Civic Literacy X Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Videos using smart board

Equipment Needed: Construction paper, color stix, texture plates, tape

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be able to define texture.	Lesson Sequence • Class discussion on texture to assess prior knowledge. • Teacher will show a Sesame Street video on texture. • Students play I Spy for textures in the classroom. • Students will choose a covered texture plate(s) and see how many textures they can rub on a piece of paper (like a scavenger hunt)! • Students will go find mystery textures at each table by rubbing color stix on their paper. • Class discussions of textures they found. • Clean up.	• Students will verbally explain textures. • Teacher observation.

Differentiation: Work alone/ together, multiple intelligence options.

Resources Provided:

- Sesame Street: Abby Cadabby teaches Josh Gad about Texture https://www.youtube.com/watch?v=CdA4EcEkzzg

Lesson Plan 2 Template					
Content Area:	Visual Arts	Lesson Title:	Prehistoric Pinch Pots	Time Frame:	160 minutes /4 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers.

Integration of Technology: Prehistoric PowerPoint

Equipment Needed: Computer, Projector, air dry clay, tempera paint, paint brushes, water cups, placemats, paper towels, clay tools, model magic

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be able to create a pinch pot inspired by prehistoric art. • Will be able to add at least 2 textures to the pinch pot.	Lesson Sequence • Discussion: How did cavemen get cups and bowls? • Teacher presents PP on Prehistoric pinch pots. • Teacher demonstrates pinch pot instructions. • Students practice with model magic before using air-dry clay. • Students roll clay in ball. • Students poke their thumb in the ball. • Students use "lobster hand" to pinch pots with even walls and base. • Students add texture with clay tools, then will paint dry vessels. • Mini museum/critique.	• Students will create a pinch pot. • Students will add at least 2 textures. • Teacher observation.

Differentiation: Work alone/ together, multiple intelligence options, project-based learning.



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Resources Provided:

- Prehistoric PowerPoint

Lesson Plan 3 Template					
Content Area:	Visual Arts	Lesson Title:	Wild Thing Monsters	Time Frame:	120 minutes/3 days

Lesson Components

21st Century Themes

X Global Awareness Financial, Economic, Business and Entrepreneurial Literacy

X Civic Literacy X Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy

Interdisciplinary Connections: Language Arts

Integration of Technology: Wild Thing PowerPoint

Equipment Needed: Projector, oil pastels, watercolors, paint brushes, water cups, placemats, paper towels, pencils, erasers, 9x12 watercolor paper

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Will be able to create visual textures on their drawing based on *Where the Wild Things Are* by Maurice Sendek. • Will be able to use materials appropriately	Lesson Sequence • Teacher will read *Where the Wild Things Are* by Maurice Sendek, • Class discussion on textures seen on monsters in the book. • Students will design monsters with pencils. • Students will add visual textures on their drawings. • Students will add a watercolor wash on their drawings to create oil pastel resist. • Clean up. • Discussion on visual textures vs. textures that can be felt.	• Students will draw using at least 2 visual textures. • Teacher observation.

Differentiation: Work alone/ together, multiple intelligence options, project-based learning.

Resources Provided:

- Wild Things PowerPoint
- *Where the Wild Things Are,* Maurice Sendek

Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Visual Arts	**Grade Level:**	Kindergarten	**Unit Title:**	Textures Around Us
Created:	Shannon Cuff	**Board Approved on:**	Type Here		

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

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



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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/assignemt
Adapt homework to reflect language proficiency/home support
Adapt homework to reflect home support
Provide hands-on activities and explanations
Allow extended time to answer questions, and permit drawing, as an explanation
Use of translation dictionaries to locate words in the native language
Use anecdotal records and portfolio of work as forms of assessment
Use story retellings to assess comprehension

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

What Does the Gifted and Talented Experience Look Like?

Springfield Public Schools

Mission Statement

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

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.
New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

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

- ➢ To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.

- ➢ To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences

- ➢ To promote achievement of students' best potentials and increased ability.

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

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

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

Early Childhood Center
Edward V. Walton

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

Elementary Schools
James Caldwell
Thelma L. Sandmeier

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

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

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

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

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

Resource Links
https://riversideinsights.com/cognitive_abilities_test
https://www.curriculumassociates.com/programs/i-ready-learning
https://www.nj.gov/education/assessment/resources/
https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.

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

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

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

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

NJDOE Fast Facts

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

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

Math/ELA

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

STEM

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

Enrichment Events

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

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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.