



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

Springfield Public Schools
Springfield, New Jersey 07081

Grade 7 Art
Ceramics

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

Cultivating compassionate and extraordinary learners!

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: 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

Michelle Calas, School Business Administrator/Board Secretary



**Springfield Public Schools
Springfield, New Jersey**

**Rachel Goldberg
Superintendent of Schools**

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

Curriculum Developed By:

Ronald Slate~Principal of Florence M. Gaudineer School

Ashley Bauers~ Coordinator of Visual, Performing and Practical Arts

Chelsea Wilson ~ Art Teacher



Unit Overview Template

Content Area:	Visual Arts	Grade Level:	7	Unit Title:	Handbuilding Techniques
Unit Summary: The goal of this unit is to introduce students to handbuilding construction techniques used to create ceramic forms.					
Primary Interdisciplinary Connections: 21st Century Life and Careers					
21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving □ ICT Literacy □ Information Literacy X Life and Career Skills X Communication and Collaboration □ Media Literacy					
Unit Rationale:	Using related projects, this unit is designed to develop an understanding of handbuilding construction techniques which govern the creation of ceramic forms throughout history.				
Career Readiness:	9.2, 9.4				

Learning Targets

Standards:	1.5, SEL.PK-12.1, SEL.PK-12.5
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 3: Refining and completing products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Core Idea: Early planning can provide more options to pay for postsecondary training and employment. Core Idea: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. SEL.PK-12.1: Self-Awareness SEL.PK-12.5: Relationship Skills
CPI#:	Cumulative Progress Indicator (CPI):
1.5.8.Cr1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
1.5.8.Cr3a	Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.
9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.



SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
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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?
- 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 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 develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art

Unit Learning Targets:

Students will...

- use basic handbuilding techniques to create 3D forms.
- create a number of interesting textures for their work.
- have a basic understanding of how glaze/color enhances their forms.



Evidence of Learning

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

Equipment Needed: Dedicated Classroom, Art Supplies, Student iPads, Projector

Teacher Resources: Teacher Laptop, Projector, Art Supplies, sound effects/music, speakers

Formative Assessments:

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

Lesson Plans

Lesson	Time Frame
Lesson 1 Surface Texturing	5 hours/ 5 days
Lesson 2 Handbuilding	20 hours/ 20 days
Lesson 3 Glazing	10 hours/ 10 days

Teacher Notes: Time lines will be adjusted as needed.

Curriculum Development Resources/Technology Resources:

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

http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html

<http://ceramicartsdaily.org>

<https://ceramicartsnetwork.org>

<http://www.lakesidepottery.com>

<https://www.YouTube.com/watch?v=1xp5wslox0Y>



Lesson Plan 1 Template

Content Area: Visual Arts Lesson Title: Surface Texturing Time Frame: 5 hours/
5 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Internet access, YouTube videos of working artists, technique videos, iPads, digital prints.

Equipment Needed: Moist clay, ceramic tools, wall paper, scoring tools, slip, brushes, digital prints, Internet access, videos of artists working, iPads, various art supplies.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - create a number of surface treatments for their 3D forms. - research and evaluate surface treatments used by other artists. - develop a number of handbuilding techniques to create a variety of vessels.	Lesson Sequence - Discussion and explanation of the surface decoration for 3D forms. - Demonstrate and model surface treatments. - Guided practice. - Application of learned techniques to projects.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique
Differentiation: Each student will be addressed on an individual level on his or her work, and progress.		
Resources Provided: - Internet websites - Videos and YouTube videos on handbuilding techniques.		



Lesson Plan 2 Template

Content Area: Visual Arts Lesson Title: Handbuilding Time Frame: 20 hours/
20 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Internet access, YouTube videos of working artists, technique videos, iPads, digital prints.

Equipment Needed: Moist clay, ceramic tools, wall paper, scoring tools, slip, brushes, digital prints, Internet access, videos of artists working, iPads, various art supplies.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate that they are proficient in making basic handbuilt forms. - use the score and slip method to attach pieces of ceramic construction to one another. - complete application projects.	Lesson Sequence - Discussion and explanation of handbuilding techniques and forms. - Demonstrate and model the score and slip method of attaching clay pieces together for more interest in ceramic forms. - Guided Practice - Application assignments.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at several stages of the art making experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary works of art and hold summative class critique
Differentiation: Each student will address all lessons from an individual perspective. Students can work in pairs if necessary.		
Resources Provided: Ceramic Artists produced instructional videos		



Lesson Plan 3 Template

Content Area: Visual Arts Lesson Title: Glazing Time Frame: 10 hours/
10 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Students will use the internet to research assignments and explore, as well as develop glazing techniques.

Equipment Needed: Moist clay, glaze, ceramic tools, wall paper, scoring tools, slip, brushes or slip, digital prints, internet access, videos of artists working, iPads, various art supplies.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate that they are proficient in using a variety of glaze applications to enhance their handbuilt constructed pieces. - research and apply how artists use color.	Lesson Sequence - Discussion and explanation of glazing techniques. - Demonstrate and model the importance of color choice and application on a 3D form. - Guided Practice - Explore how other 3D artists use color in their ceramic work. - Application projects.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at several stages of the art making experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary slide shows and hold summative class critique/presentation.
Differentiation: Each student will address all lessons from an individual perspective. Students can work in collaborative pairs if necessary.		
Resources Provided: Ceramic Artists produced instructional videos.		



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: 7	Unit Title: Handbuilding Techniques
Created: Chelsea Wilson	Board Approved on:	



Unit Overview Template

Content Area: Visual Arts **Grade Level:** 7 **Unit Title:** Slab Construction

Unit Summary: The goal of this unit is to introduce a new handbuilding technique, slab construction and incorporate this skill with basic handbuilding techniques acquired in the previous unit.

Primary Interdisciplinary Connections: 21st Century Life and Careers

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

Unit Rationale: Using related projects, this unit is designed to develop an understanding of handbuilding construction techniques which govern the creation of ceramic forms throughout history.

Career Readiness: 9.2, 9.4

Learning Targets

Standards: 1.5, SEL.PK-12.1, SEL.PK-12.5

Content Statements: Anchor Standard 2: Organizing and developing ideas.
Anchor Standard 4: Selecting, analyzing and interpreting work.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
Core Idea: There are a variety of resources available to help navigate the career planning process.
Core Idea: Multiple solutions often exist to solve a problem.
SEL.PK-12.1: Self-Awareness
SEL.PK-12.5: Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to find appropriate jobs and careers to maximize career potential.
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.



SEL.PK-12.5.4

Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

Unit Essential Questions:

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

Unit Enduring Understandings:

- 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 designs that define, shape, enhance, and empower their lives.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Unit Learning Targets:

Students will...

- use slab handbuilding techniques to create 3D forms.
- create a number of interesting textures for their work.
- have a basic understanding of how glaze, color enhance their forms.



Evidence of Learning

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

Equipment Needed: Dedicated Classroom, Art Supplies, Student iPads, Projector

Teacher Resources: Teacher Laptop, Projector, Art Supplies, sound effects/music, speakers

Formative Assessments:

- Class performance
- Probing questioning
- Class critiques
- One on one Formative Assessment
- Demonstrations

Lesson Plans

Lesson	Time Frame
Lesson 1 Slab Design	10 hours/ 10 days
Lesson 2 Slab Building	20 hours/ 20 days
Lesson 3 Glazing	10 hours/ 10 days

Teacher Notes: Time lines will be adjusted as needed.

Curriculum Development Resources/Technology Resources:

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

<http://ceramicartsdaily.org>

<https://ceramicartsnetwork.org>

<http://www.lakesidepottery.com>

<https://www.YouTube.com/watch?v=1xp5wslox0Y>



Lesson Plan 1 Template

Content Area: Visual Arts Lesson Title: Slab Design Time Frame: 10 hours/
 10 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Internet access, YouTube videos of working artists, technique videos, iPads, digital prints.

Equipment Needed: Moist clay, glaze, ceramic tools, wall paper, scoring tools, slip, brushes or slip, digital prints, internet access, videos of artist working, iPads, various art supplies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - create a number of surface treatments for their 3D forms. - research and evaluate surface treatments used by other artists. - develop a number of handbuilding techniques to create a variety of vessels.	Lesson Sequence - Discussion and explanation of the surface decoration for 3D forms. - Demonstrate and model surface treatments. - Guided practice. - Application of learned techniques to projects.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique
Differentiation: Each student will be addressed on an individual level on his or her work, and progress.		
Resources Provided: Internet		



Lesson Plan 2 Template

Content Area: Visual Arts Lesson Title: Slab Building Time Frame: 20 hours/
20 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Internet access, YouTube videos of working artists, technique videos, iPads, digital prints

Equipment Needed: Moist clay, ceramic tools, wall paper, scoring tools, slip, brushes or slip, digital prints, internet access, videos of artist working, iPads, various art supplies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate that they are proficient in making basic handbuilt forms. - use the score and slip method to attach pieces of ceramic construction to one another - complete application projects.	Lesson Sequence - Discussion and explanation of handbuilding techniques and forms. - Demonstrate and model the score and slip method of attaching clay pieces together for more interest in ceramic forms. - Guided practice. - Application assignments.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at several stages of the art making experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary works of art and hold summative class critique.
Differentiation: Each student will address all lessons from an individual perspective. Students can work in pairs if necessary.		



Resources Provided:

- YouTube videos, Ceramic Artists produce instructional videos.
- <http://ceramicartsdaily.org>
- <https://ceramicartsnetwork.org>
- <http://www.lakesidepottery.com>
- <https://www.YouTube.com/watch?v=1xp5wslox0Y>



Lesson Plan 3 Template

Content Area: Visual Arts Lesson Title: Glazing Time Frame: 10 hours/
 10 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Students will use the internet to research assignments and explore, develop handbuilding techniques.

Equipment Needed: Moist clay, glaze, ceramic tools, wall paper, scoring tools, slip, brushes or slip, digital prints, internet access, videos of artist working, iPads, various art supplies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate that they are proficient in using a variety of glaze applications to enhance their hand built constructed pieces. • Research and apply how artists use color.	Lesson Sequence • Discussion and explanation of glazing techniques. • Demonstrate and model the importance of color choice and application on a 3D form. • Guided Practice • Explore how other 3D artists use color in their ceramic work. • Application projects.	• Walk among learners, encourage, evaluate, and apply individual formative assessment. • Conduct several class critiques at several stages of the art making experience. • Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. • Post final and preliminary slide shows and hold summative class critique/presentation.
Differentiation: Each student will address all lessons from an individual perspective. Students can work in collaborative pairs if necessary.		
Resources Provided: • Ceramic Artists produced instructional videos.		



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: 7	Unit Title: Slab Construction
Created: Chelsea Wilson	Board Approved on:	



Unit Overview Template

Content Area:	Visual Arts	Grade Level:	7	Unit Title:	Complex Forms
Unit Summary: The goal of this unit is to create complex forms through the culmination of techniques, skills and knowledge acquired through the course of the term.					
Primary Interdisciplinary Connections: 21st Century Life and Careers					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Using related projects, this unit is designed to develop an understanding of handbuilding construction techniques which govern the creation of ceramic forms throughout history.					
Career Readiness:	9.2, 9.4				

Learning Targets

Standards:	1.5, SEL.PK-12.1, SEL.PK-12.5
Content Statements:	Anchor Standard 6: Conveying meaning through art. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income. Core Idea: Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputation. SEL.PK-12.1: Self-Awareness SEL.PK-12.5: Relationship Skills
CPI#:	Cumulative Progress Indicator (CPI):
1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences
1.5.8.Re7b	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.



SEL.PK-12.5.4

Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

Unit Essential Questions:

- What is an art museum?
- How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences?
- How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?
- 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 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:

- Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivation of appreciation and understanding.
- 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 influence understanding of and responses to the world.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Unit Learning Targets:

Students will...

- use complex forms to create 3D forms.
- create several interesting textures for their work.
- have a basic understanding of how glaze and color enhance their forms.



Evidence of Learning

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

Equipment Needed: Dedicated Classroom, Art Supplies, Student iPads, Projector

Teacher Resources: Teacher Laptop, Projector, Art Supplies, sound effects/music, speakers

Formative Assessments:

- Class performance
- Probing Questioning
- Class critique
- Ono on one Formative Assessment
- Demonstration

Lesson Plans

Lesson	Time Frame
Lesson 1 Multiple Component Vessels	10 hours/ 10 days
Lesson 2 Manipulating Slabs	20 hours/ 20 days
Lesson 3 Glazing	10 hours/ 10 days

Teacher Notes: Time lines will be adjusted as needed

Curriculum Development Resources/Technology Resources:

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

YouTube videos, Ceramic Artists produce instructional videos.

- <http://ceramicartsdaily.org>
- <https://ceramicartsnetwork.org>
- <http://www.lakesidepottery.com>
- <https://www.YouTube.com/watch?v=1xp5wslox0Y>



Lesson Plan 1 Template

Content Area: Visual Arts	Lesson Title: Multiple Component Vessels	Time Frame: 10 hours/ 10 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Students will use the internet to research assignments and explore, develop handbuilding techniques.

Equipment Needed: Moist clay, ceramic tools, wall paper, scoring tools, slip, brushes or slip, digital prints, internet access, videos of artist working, iPads, various art supplies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - create a number of surface treatments for their 3D forms. - research and evaluate surface treatments used by other artists. - develop a number of handbuilding techniques to create a variety of vessels.	Lesson Sequence - Discussion and explanation of the surface decoration for 3D forms. - Demonstrate and model surface treatments. - Guided practice - Application of learned techniques to projects.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique
Differentiation: Each student will be addressed on an individual level on his or her work, and progress.		
Resources Provided: http://ceramicartsdaily.org https://ceramicartsnetwork.org http://www.lakesidepottery.com		



Lesson Plan 2 Template

Content Area: Visual Arts	Lesson Title: Manipulating Slabs	Time Frame: 20 hours/ 20 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Students will use the internet to research assignments and explore, develop handbuilding techniques.

Equipment Needed: Moist clay, ceramic tools, wall paper, scoring tools, slip, brushes or slip, digital prints, internet access, videos of artist working, iPads, various art supplies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate that they are proficient in making basic handbuilt forms. - use the score and slip method to attach pieces of ceramic construction to one another - complete application projects.	Lesson Sequence - Discussion and explanation of handbuilding techniques and forms. - Demonstrate and model the score and slip method of attaching clay pieces together for more interest in ceramic forms. - Guided Practice - Application assignments.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at several stages of the art making experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary works of art and hold summative class critique

Differentiation: Each student will address all lessons from an individual perspective. Students can work in pairs if necessary.

Resources Provided:

- <http://ceramicartsdaily.org>
- <https://ceramicartsnetwork.org>
- <http://www.lakesidepottery.com>



Lesson Plan 3 Template

Content Area: Visual Arts Lesson Title: Glazing Time Frame: 10 hours/
 10 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Students will use the internet to research assignments and explore, develop handbuilding techniques.

Equipment Needed: Moist clay, ceramic tools, wall paper, scoring tools, slip, brushes or slip, digital prints, internet access, videos of artists working, iPads, various art supplies.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate that they are proficient in making basic hand built forms. - use the score and slip method to attach pieces of ceramic construction to one another - complete application projects	Lesson Sequence - Discussion and explanation of handbuilding techniques and forms. - Demonstrate and model the score and slip method of attaching clay pieces together for more interest in ceramic forms. - Guided practice. - Application assignments.	- Walk among learners, encourage, evaluate, and individually assess. - Conduct several class critiques at several stages of the art making experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary works of art and hold summative class critique.

Differentiation: Each student will address all lessons from an individual perspective. Students can work in pairs if necessary.

Resources Provided:

- <http://ceramicartsdaily.org>
- <https://ceramicartsnetwork.org>
- <http://www.lakesidepottery.com>



Lesson Reflection

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

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	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: 7	Unit Title: Complex Forms
Created: Chelsea Wilson	Board Approved on:	



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Accommodations and Modifications for ESL Students

Give tests orally
Give instructions/directions in writing and orally
Assign a peer tutor, same language or English speaking
Allow use of bilingual/translation dictionary
Provide summaries of text or study guides of particular chapters
Allow errors in speaking
Allow errors in writing
Accept writing in first language
Highlight key vocabulary
Reduce amount of work required
Assess comprehension through demonstration or other alternative means (gestures, drawings)
Rephrase questions, directions, and explanations
Reduce multiple choices on assessments
Provide study guides and/ or outlines
Shorten reading assignments
Allow extended time for test/project completion
Use of audio books
Use of graphic organizers
Use reduced text, so that print is not dense
Use visuals/pictures throughout lesson/unit/assignment
Adapt homework to reflect language proficiency/home support
Adapt homework to reflect home support
Provide hands-on activities and explanations
Allow extended time to answer questions, and permit drawing, as an explanation
Use of translation dictionaries to locate words in the native language
Use anecdotal records and portfolio of work as forms of assessment
Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

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

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

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

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

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

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

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

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

Elementary Schools

James Caldwell

Thelma L. Sandmeier

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

Procedures

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

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

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

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

Resource Links

https://riversideinsights.com/cognitive_abilities_test

<https://www.curriculumassociates.com/programs/i-ready-learning>

<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

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

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

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

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

NJDOE Fast Facts

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

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

Math/ELA

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

STEM

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

Enrichment Events

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