



**SPRINGFIELD PUBLIC SCHOOLS**  
**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS**

**Springfield Public Schools**  
**Springfield, New Jersey 07081**

**Art Lab Maker Space**  
**Grade 7**

**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



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**Springfield Public Schools  
Springfield, New Jersey**

**Rachel Goldberg  
Superintendent of Schools**

**Erica Scudero  
Assistant Superintendent**

**Curriculum Developed By:**

**Ronald Slate, Principal**

**Ashley Bauers~ Coordinator of Visual, Performing and Practical Arts**

**Chelsea Wilson ~ Art Teacher**



### Unit Overview Template

|                                  |                       |                                                                            |
|----------------------------------|-----------------------|----------------------------------------------------------------------------|
| <b>Content Area:</b> Visual Arts | <b>Grade Level:</b> 7 | <b>Unit Title:</b> Discovering, Designing, Understanding Kinetic Sculpture |
|----------------------------------|-----------------------|----------------------------------------------------------------------------|

**Unit Summary:** This unit introduces the concept and provides experience working with and creating artwork using devices in 3D. Emphasis moves from sculptural objects to kinetic sculpture, objects that move or facilitate movement. Also, in art we will look at implied movement; what is implied movement, how is it expressed, how does the shape express, communicate movement? Discovery, Exploration, Play as Process, Experimentation, Persistence through Failure, Risk Taking, are all processes that are fundamental to the course and at this early stage, set the tone for the course. Focus will initially be on discovering, designing, creating small individual sculptural units. Learning, experimentation moves from; creating small individual kinetic sculpture units to assembly of these units to creating larger multifunction sculptural units, translating, applying 3D sculpture skills to digital design software. Initially, Play as Process is a core component to discovery, but as the course progresses Purposeful Play in pursuit of Concept becomes the overriding strategy to learning, creating, discovery and accountability.

**Primary Interdisciplinary Connections:** 21st Century Life and Careers

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

**Unit Rationale:** This unit is designed to lay a foundation, providing for the learner a process of discovery, a pathway to creativity. It builds on traditional, hands on, sculptural skills, applying acquired knowledge to digital creation software and introduction to creating with 3D tools. This course is about discovery, promoting creativity and this unit sets the tone for expectations while empowering the learner to use new tools.

**Career Readiness:** 9.2, 9.4

### Learning Targets

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

**Content Statements:**

- Anchor Standard 8: Interpreting intent and meaning.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
- 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: 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



| <b>CPI#:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Cumulative Progress Indicator (CPI):</b>                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.5.8.Re8a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. |
| 1.5.8 .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.Cl.4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Explore the role of creativity and innovation in career pathways and industries.                                                                                                                                                                    |
| 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                                                                                                                                                         |
| <b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is the value of engaging in the process of art criticism?</li> <li>• How can the viewer "read" a work of art as text?</li> <li>• How does knowing and using visual art vocabulary help us understand and interpret works of art?</li> <li>• How does art help us understand the lives of people of different times, places and cultures?</li> <li>• How is art used to impact the views of a society?</li> <li>• How does art preserve aspects of life?</li> </ul> |                                                                                                                                                                                                                                                     |
| <b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• People gain insights into the meanings of artworks by engaging in the process of art criticism.</li> <li>• People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</li> </ul>                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                     |
| <b>Unit Learning Targets:</b><br>Students will... <ul style="list-style-type: none"> <li>• develop an idea, concept in various art media.</li> <li>• utilize 3D design software and combine it with traditional materials to create sophisticated artworks.</li> </ul>                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                     |



### Evidence of Learning

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

**Equipment Needed:** Dedicated classroom, art supplies, students iPads, projector

**Teacher Resources:** Teacher laptop, internet access, projector, art supplies, sound effects/music

**Formative Assessments:**

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

### Lesson Plans

| Lesson                                                                    | Time Frame        |
|---------------------------------------------------------------------------|-------------------|
| <b>Lesson 1</b> Understanding how to create artwork in 3D.                | 10 hours/ 10 days |
| <b>Lesson 2</b> Assembling sculptural units to create larger artworks.    | 10 hours/ 10 days |
| <b>Lesson 3</b> Applying hand building skills to create kinetic sculpture | 10 hours/ 10 days |

**Teacher Notes:** Timelines will be adjusted as needed

**Curriculum Development Resources/Technology Resources:**

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

<https://www.youtube.com/watch?v=S8g31wr8mLc> Art Machines Machine Art at Museum Tinguely

<https://www.youtube.com/watch?v=s4HcYYQwGVM> Creating 3D Artworks

<https://www.youtube.com/watch?v=3dsaqfmCth4> Working with Found Objects



### Lesson Plan 1 Template

Content Area: Visual Arts      Lesson Title: Understanding how to create artworks in 3D      Time Frame: 10 hours/10 days

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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:** Laptop, Internet Search, Multimedia programs, Audio programs, Makey Makey, digital devices

**Equipment Needed:** Laptop, Internet Search, Multimedia programs, Audio programs, Clay, Cardboard, Paper Mache, digital devices.

| Goals/Objectives                                                                                                                                                                                                                                                                       | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                             | Formative Assessment Tasks                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>learn basic hand building techniques to create sculpture.</li> <li>recognize and identify different hand building techniques, tools to create sculpture objects.</li> <li>create objects that move or imply movement.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Allow opportunity to experiment.</li> <li>Walk learners through the basic application of creating sculpture objects.</li> <li>Reinforce learning of basic applications through review and questioning for understanding.</li> <li>Lead learners through creation of sculptural art making.</li> </ol> | <ul style="list-style-type: none"> <li>Walk among learners, encourage, evaluate, and apply individual formative assessment.</li> <li>Conduct several class critiques at the end of each art experience.</li> <li>Probe for understanding during critiques. Challenge learners to defend, explain their critique statements.</li> <li>Post final and preliminary artwork and hold summative class critique</li> </ul> |
| <b>Differentiation:</b> Student needs will be addressed on an individual level based upon his or her work and progress.                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li><a href="http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html">http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html</a></li> </ul>                                 |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                      |



### Lesson Plan 2 Template

|                           |                                                                     |                                  |
|---------------------------|---------------------------------------------------------------------|----------------------------------|
| Content Area: Visual Arts | Lesson Title: Assembling sculptural units to create larger artworks | Time Frame: 10 hours/<br>10 days |
|---------------------------|---------------------------------------------------------------------|----------------------------------|

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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:** Laptop, Internet Search, Multimedia programs, Audio programs, Makey Makey, digital devices

**Equipment Needed:** Laptop, Internet Search, Multimedia programs, Audio programs, Clay, Cardboard, Paper Mache, digital devices

| Goals/Objectives                                                                                                                                                                                                                                                                                                                                                | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                         | Formative Assessment Tasks                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>demonstrate understanding of kinetic sculpture that communicates movement.</li> <li>select individual sculptural elements and combine these units to create a large sculptural object.</li> <li>move with a degree of understanding where the learner requires less guidance from the teacher.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Explain assignment on a level where the learner can apply basic understanding.</li> <li>Move to identifying new tools and build upon prior acquired knowledge.</li> <li>Demonstrate use of tools on a level of creating artwork, rather than reinforcing basic skills.</li> </ol> | <ul style="list-style-type: none"> <li>Walk among learners, encourage, evaluate, and apply individual formative assessment.</li> <li>Conduct several class critiques at Various stages of the art making experience.</li> <li>Probe for understanding during critiques. Challenge learners to defend, explain their critique statements.</li> <li>Post final and preliminary works of art and hold summative class critique</li> </ul> |
| <b>Differentiation:</b> Student needs will be addressed on an individual level based upon his or her work, and progress. Students can work in pairs if necessary.                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li><a href="http://getty.edu/education/teachers/building_lessons/formal_analysis.html">http://getty.edu/education/teachers/building_lessons/formal_analysis.html</a></li> </ul>                                                                                                                  |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                        |



### Lesson Plan 3 Template

|                           |                                                                         |                                  |
|---------------------------|-------------------------------------------------------------------------|----------------------------------|
| Content Area: Visual Arts | Lesson Title: Applying hand building skills to create kinetic sculpture | Time Frame: 10 hours/<br>10 days |
|---------------------------|-------------------------------------------------------------------------|----------------------------------|

### Lesson Components

#### 21<sup>st</sup> Century Themes

- |                                           |                                                                                     |
|-------------------------------------------|-------------------------------------------------------------------------------------|
| <input type="checkbox"/> Global Awareness | <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy |
| <input type="checkbox"/> Civic Literacy   | <input type="checkbox"/> Health Literacy                                            |

#### 21<sup>st</sup> Century Skills

- |                                                    |                                                                |                                               |
|----------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> Creativity and Innovation | <input type="checkbox"/> Critical Thinking and Problem Solving | <input type="checkbox"/> Information Literacy |
| <input type="checkbox"/> Life and Career Skills    | <input type="checkbox"/> Communication and Collaboration       | <input type="checkbox"/> Media Literacy       |
|                                                    |                                                                | <input type="checkbox"/> ICT Literacy         |

**Interdisciplinary Connections:** 21st Century Life and Careers

**Integration of Technology:** Laptop, Internet Search, Multimedia programs, Audio programs, Makey Makey, digital devices

**Equipment Needed:** Laptop, Internet Search, Multimedia programs, Audio programs, Clay, Cardboard, Paper Mache, digital devices

| Goals/Objectives                                                                                                                                                                                                                                                                                                | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                      | Formative Assessment Tasks                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>demonstrate that they are proficient using concept development to design objects.</li> <li>demonstrate that they are proficient at the mechanics of moving sculpture.</li> <li>demonstrate that they are proficient at movement and sculpture.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Begin with probing questions that ask how else could this sensory experience be further developed, explored.</li> <li>Ask, How could words, sound effects, visual sequencing, visual rhythms communicate the concept of this sensory experience?</li> <li>Inform learners to input their artwork and begin editing.</li> </ol> | <ul style="list-style-type: none"> <li>Walk among learners, encourage, evaluate, and apply individual formative assessment.</li> <li>Conduct several class critiques at various stages of the art making experience.</li> <li>Probe for understanding during critiques. Challenge learners to defend, explain their critique statements.</li> <li>Post final and preliminary slide shows and hold summative class critique/presentation.</li> </ul> |
| <b>Differentiation:</b> Student needs will be addressed on an individual level based upon his or her work, and progress. Students can work in collaborative pairs if necessary.                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li><a href="http://getty.edu/education/teachers/building_lessons/formal_analysis.html">http://getty.edu/education/teachers/building_lessons/formal_analysis.html</a></li> </ul>                                                                  |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



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

### Curriculum Design Template

|                                  |                                     |                                                                            |
|----------------------------------|-------------------------------------|----------------------------------------------------------------------------|
| <b>Content Area:</b> Visual Arts | <b>Grade Level:</b> 7               | <b>Unit Title:</b> Discovering, Designing, Understanding Kinetic Sculpture |
| <b>Created:</b> Chelsea Wilson   | <b>Board Approved on:</b> Type Here |                                                                            |



### Unit Overview Template

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                             |                     |   |                    |                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---|--------------------|-------------------------------------------------------------------|
| <b>Content Area:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Visual Arts                                                                                                                                                                                                                                 | <b>Grade Level:</b> | 7 | <b>Unit Title:</b> | Applying hand building skills and 3D software to create sculpture |
| <b>Unit Summary:</b> Inventing and creating in Art Lab will draw upon the art making process; a process of discovery, where learning experiences are presented through open-ended questions, a place where the artist starts working without knowing the outcome, a place where the student artist is not only comfortable working in ambiguity, but is actually stimulated by working in the unknown. Projects are presented as “What if” questions leading to dialogues that explore a variety of outcomes.                         |                                                                                                                                                                                                                                             |                     |   |                    |                                                                   |
| <b>Primary Interdisciplinary Connections:</b> 21st Century Life and Careers<br><u>21<sup>st</sup> Century Themes</u> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> ICT Literacy<br><input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Life and Career Skills <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Media Literacy |                                                                                                                                                                                                                                             |                     |   |                    |                                                                   |
| <b>Unit Rationale:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Students work in Art Lab, a place where they apply art-based thinking; divergent thinking, creativity, idea generation and aesthetics with new technology tools such as, but not limited to: iMovie, Stop Motion Studio, Adobe Cloud Suite. |                     |   |                    |                                                                   |
| <b>Career Readiness:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 9.2. 9.4                                                                                                                                                                                                                                    |                     |   |                    |                                                                   |

### Learning Targets

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Standards:</b>          | 1.5, SEL.PK-12.1, SEL.PK-12.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Content Statements:</b> | Anchor Standard 4: Selecting, analyzing and interpreting work.<br>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.<br>Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.<br>Core Idea: An individual’s strengths, lifestyle goals, choices, and interests affect employment and income.<br>Core Idea: Multiple solutions often exist to solve a problem.<br>SEL.PK-12.1: Self-Awareness<br>SEL.PK-12.5: Relationship Skills |
| <b>CPI#:</b>               | <b>Cumulative Progress Indicator (CPI):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 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.Cn10a                | Generate ideas to make art individually or collaboratively to positively reflect a group's identity.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 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.CT.2    | Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option. |
| 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 does engaging in creating art enrich people's lives?
- How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
- What criteria, methods, and processes are used to select work for preservation or presentation?
- 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:**

- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.
- 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...

- develop an idea, concept in various art media.
- utilize software and input devices to create sophisticated artworks.



### Evidence of Learning

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

**Equipment Needed:** Laptop, Internet Search, Multimedia programs, Audio programs, Makey Makey, digital devices

**Teacher Resources:** Laptop, Internet Search, Multimedia programs, Audio programs, Clay, Cardboard, Paper Mache, Makey Makey, digital devices

**Formative Assessments:**

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

### Lesson Plans

| Lesson                                                                             | Time Frame        |
|------------------------------------------------------------------------------------|-------------------|
| <b>Lesson 1</b> Exploring, Experimenting, Learning by Doing                        | 10 hours/ 10 days |
| <b>Lesson 2</b> Discovering, Applying Possibilities using Innovative Input Devices | 10 hours/ 10 days |
| <b>Lesson 3</b> The Computer as a Digital Invention Tool.                          | 10 hours/ 10 days |

**Teacher Notes:** Timelines will be adjusted as needed.

**Curriculum Development Resources/Technology Resources:**

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

<https://www.youtube.com/watch?v=DCzofKjWEsg> Scratch & Makey Makey: How does It Work?

<https://www.youtube.com/watch?v=IAT-pjdJyVc> Scratch for Makey Makey Tutorial

<https://www.youtube.com/watch?v=NCtWoYNJpYQ> 15 Cool Makey Makey Projects Ideas

<https://www.youtube.com/watch?v=6OlvgaTh4DM> Makey Makey + Roy the Robot's Hands



### Lesson Plan 1 Template

|                           |                                                                 |                                  |
|---------------------------|-----------------------------------------------------------------|----------------------------------|
| Content Area: Visual Arts | Lesson Title: Exploring,<br>Experimenting,<br>Learning by Doing | Time Frame: 10 hours/<br>10 days |
|---------------------------|-----------------------------------------------------------------|----------------------------------|

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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:** Laptop, Internet Search, Multimedia programs, Audio programs, Makey Makey, digital devices

**Equipment Needed:** Laptop, Internet Search, Multimedia programs, Audio programs, Clay, Cardboard, Paper Mache, Makey Makey, digital devices

| Goals/Objectives                                                                                                                                                                                                                                       | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                             | Formative Assessment Tasks                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>experiment, explore and discover.</li> <li>share: student becomes teacher.</li> <li>apply knowledge to invent.</li> </ul>                                                                        | Lesson Sequence <ol style="list-style-type: none"> <li>Allow opportunity to experiment.</li> <li>Walk learners through the basic application of creating sculpture objects.</li> <li>Reinforce learning of basic applications through review and questioning for understanding.</li> <li>Lead learners through creation of sculptural art making.</li> </ol> | <ul style="list-style-type: none"> <li>Walk among learners, encourage, evaluate, and apply individual formative assessment.</li> <li>Conduct several class critiques at the end of each art experience.</li> <li>Probe for understanding during critiques. Challenge learners to defend, explain their critique statements.</li> <li>Post final and preliminary artwork and hold summative class critique</li> </ul> |
| <b>Differentiation:</b> Student needs will be addressed on an individual level based upon his or her work and progress.                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li><a href="http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html">http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html</a></li> </ul> |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                      |



### Lesson Plan 2 Template

|                           |                                                                                  |                                  |
|---------------------------|----------------------------------------------------------------------------------|----------------------------------|
| Content Area: Visual Arts | Lesson Title: Discovering, Applying Possibilities using Innovative Input Devices | Time Frame: 10 hours/<br>10 days |
|---------------------------|----------------------------------------------------------------------------------|----------------------------------|

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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:** Laptop, Internet Search, Multimedia programs, Audio programs

**Equipment Needed:** Laptop, Internet Search, Multimedia programs, Audio programs, Clay, Cardboard, Paper Mache, Makey Makey, digital devices

| Goals/Objectives                                                                                                                                                                                                                                                                                                                                                | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                         | Formative Assessment Tasks                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>demonstrate understanding of kinetic sculpture that communicates movement.</li> <li>select individual sculptural elements and combine these units to create a large sculptural object.</li> <li>move with a degree of understanding where the learner requires less guidance from the teacher.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Explain assignment on a level where the learner can apply basic understanding.</li> <li>Move to identifying new tools and build upon prior acquired knowledge.</li> <li>Demonstrate use of tools on a level of creating artwork, rather than reinforcing basic skills.</li> </ol> | <ul style="list-style-type: none"> <li>Walk among learners, encourage, evaluate, and apply individual formative assessment.</li> <li>Conduct several class critiques at Various Stages of the art making experience.</li> <li>Probe for understanding during critiques. Challenge learners to defend, explain their critique statements.</li> <li>Post final and preliminary works of art and hold summative class critique</li> </ul> |
| <b>Differentiation:</b> Student needs will be addressed on an individual level based upon his or her work, and progress. Students can work in pairs if necessary.                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li><a href="http://getty.edu/education/teachers/building_lessons/formal_analysis.html">http://getty.edu/education/teachers/building_lessons/formal_analysis.html</a></li> </ul>                                                                                                                  |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                        |



### Lesson Plan 3 Template

|                           |                                                        |                                  |
|---------------------------|--------------------------------------------------------|----------------------------------|
| Content Area: Visual Arts | Lesson Title: The Computer as a Digital Invention Tool | Time Frame: 10 hours/<br>10 days |
|---------------------------|--------------------------------------------------------|----------------------------------|

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> Century Skills

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

**Interdisciplinary Connections:** 21st Century Life and Careers

**Integration of Technology:** Learners will use 3D software to design, create interactive sculptural objects. Students will use computer software to initially experiment and create virtual interactive mechanisms. Learners will explore and integrate digital devices, software to create sculptural objects.

**Equipment Needed:** Laptop, Internet Search, Multimedia programs, Audio programs, Clay, Cardboard, Paper Mache, Makey Makey, digital devices

| Goals/Objectives                                                                                                                                                                                                                                                                                                 | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                      | Formative Assessment Tasks                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>demonstrate that they are proficient using digital tools to invent.</li> <li>demonstrate that they are proficient combining divergent digital tools to create.</li> <li>demonstrate that they are proficient and apply ideas to create objects.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Begin with a probing question that asks how else could this sensory experience be further developed, explored?</li> <li>Ask, how could words, sound effects, visual sequencing, visual rhythms communicate the concept of this sensory experience?</li> <li>Inform learner to input their artwork and begin editing</li> </ol> | <ul style="list-style-type: none"> <li>Walk among learners, encourage, evaluate, and apply individual formative assessment.</li> <li>Conduct several class critiques at Various stages of the art making experience.</li> <li>Probe for understanding during critiques. Challenge learners to defend, explain their critique statements.</li> <li>Post final and preliminary slide shows and hold summative class critique/presentation.</li> </ul> |
| <b>Differentiation:</b> Student needs will be addressed on an individual level based upon his or her work, and progress. Students can work in collaborative pairs if necessary.                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li><a href="http://getty.edu/education/teachers/building_lessons/formal_analysis.html">http://getty.edu/education/teachers/building_lessons/formal_analysis.html</a></li> </ul>                                                                   |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



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

### Curriculum Design Template

|                                  |                           |                                                                                      |
|----------------------------------|---------------------------|--------------------------------------------------------------------------------------|
| <b>Content Area:</b> Visual Arts | <b>Grade Level:</b> 7     | <b>Unit Title:</b> Applying hand building skills and 3D software to create sculpture |
| <b>Created:</b> Chelsea Wilson   | <b>Board Approved on:</b> | Type Here                                                                            |



### Unit Overview Template

|                                                                                                                                                                                                                                                                              |             |                     |   |                    |               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------|---|--------------------|---------------|
| <b>Content Area:</b>                                                                                                                                                                                                                                                         | Visual Arts | <b>Grade Level:</b> | 7 | <b>Unit Title:</b> | Complex Forms |
| <b>Unit Summary:</b> 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.                                                                                                   |             |                     |   |                    |               |
| <b>Primary Interdisciplinary Connections:</b> 21st Century Life and Careers                                                                                                                                                                                                  |             |                     |   |                    |               |
| <b>21<sup>st</sup> Century Themes</b> X Creativity and Innovation X Critical Thinking and Problem Solving <input type="checkbox"/> ICT Literacy<br>X Information Literacy X Life and Career Skills X Communication and Collaboration <input type="checkbox"/> Media Literacy |             |                     |   |                    |               |
| <b>Unit Rationale:</b> Using related projects, this unit is designed to develop an understanding of handbuilding construction techniques which govern the creation of ceramic forms throughout history.                                                                      |             |                     |   |                    |               |
| <b>Career Readiness:</b>                                                                                                                                                                                                                                                     | 9.2, 9.4    |                     |   |                    |               |

### Learning Targets

|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Standards:</b> 1.5, SEL.PK-12.1, SEL.PK-12.5 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Content Statements:</b>                      | Anchor Standard 2: Organizing and developing ideas.<br>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.<br>Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.<br>Core Idea: Early planning can provide more options to pay for postsecondary training and employment.<br>Core Idea: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.<br>SEL.PK-12.1: Self-Awareness<br>SEL.PK-12.5: Relationship Skills |
| <b>CPI#:</b>                                    | <b>Cumulative Progress Indicator (CPI):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 1.5.8.Cr2c                                      | Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 1.5.8.Pr5a                                      | Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 9.4.8.Cl.4                                      | Explore the role of creativity and innovation in career pathways and industries.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 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 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 design that define, shape, enhance, and empower their lives.

**Unit Learning Targets:**

Students will...

- use complex forms to create 3D forms.
- create a number of interesting textures for their work.
- have a basic understanding of how glaze and 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
- Ono on one Formative Assessment
- Demonstration

### Lesson Plans

| Lesson                                     | Time Frame        |
|--------------------------------------------|-------------------|
| <b>Lesson 1</b> Multiple Component Vessels | 10 hours/ 10 days |
| <b>Lesson 2</b> Manipulating Slabs         | 20 hours/ 20 days |
| <b>Lesson 3</b> Glazing                    | 10 hours/ 10 days |

**Teacher Notes:** Timelines will be adjusted as needed

**Curriculum Development Resources/Technology Resources:**

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

<https://www.youtube.com/watch?v=M8YYaMbqIfU> Simple components to Make Complex Pottery

<https://www.youtube.com/watch?v=1xp5wslox0Y> Slab Building Techniques with Jeremy Randall

<https://www.youtube.com/watch?v=M-pC7SA6fxg> Strong joints on Slab Built Pottery

<https://www.youtube.com/watch?v=cHViU5oHk1o> Broom Stick Vases Mitch Lyons

<https://www.youtube.com/watch?v=9A71eo2ajoo> Hand Building: Slab Altered Walls

<https://www.youtube.com/watch?v=C-cq19rHCVg> Working With Slabs



### Lesson Plan 1 Template

|                           |                                          |                                  |
|---------------------------|------------------------------------------|----------------------------------|
| Content Area: Visual Arts | Lesson Title: Multiple Component Vessels | Time Frame: 10 hours/<br>10 days |
|---------------------------|------------------------------------------|----------------------------------|

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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, iPadss, various art supplies

| Goals/Objectives                                                                                                                                                                                                                                                                         | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                         | Formative Assessment Tasks                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>create a number of surface treatments for their 3D forms.</li> <li>research and evaluate surface treatments used by other artists.</li> <li>develop a number of handbuilding techniques to create a variety of vessels.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Discussion and explanation of the surface decoration for 3D forms.</li> <li>Demonstrate and model surface treatments.</li> <li>Guided practice</li> <li>Application of learned techniques to projects.</li> </ol> | <ul style="list-style-type: none"> <li>Walk among learners, encourage, evaluate, and apply individual formative assessment.</li> <li>Conduct several class critiques at the end of each art experience.</li> <li>Probe for understanding during critiques. Challenge learners to defend, explain their critique statements.</li> <li>Post final and preliminary sketches and hold summative class critique</li> </ul> |
| <b>Differentiation:</b> Each student will address all lessons from an individual perspective. Student needs will be addressed on an individual level based upon his or her work, and progress.                                                                                           |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li><a href="http://getty.edu/education/teachers/building_lessons/formal_analysis.html">http://getty.edu/education/teachers/building_lessons/formal_analysis.html</a></li> </ul>                                           |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                       |



### Lesson Plan 2 Template

|                           |                                  |                                  |
|---------------------------|----------------------------------|----------------------------------|
| Content Area: Visual Arts | Lesson Title: Manipulating Slabs | Time Frame: 20 hours/<br>20 days |
|---------------------------|----------------------------------|----------------------------------|

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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, iPadss, various art supplies.

| Goals/Objectives                                                                                                                                                                                                                                                               | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                    | Formative Assessment Tasks                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>demonstrate that they are proficient in making basic handbuilt forms.</li> <li>use the score and slip method to attach pieces of ceramic construction to one another.</li> <li>complete application projects.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Discussion and explanation of handbuilding techniques and forms.</li> <li>Demonstrate and model the score and slip method of attaching clay pieces for more interest in ceramic forms.</li> <li>Guided Practice</li> <li>Application assignments.</li> </ol> | <ul style="list-style-type: none"> <li>Walk among learners, encourage, evaluate, and apply individual formative assessment.</li> <li>Conduct several class critiques at several stages of the art making experience.</li> <li>Probe for understanding during critiques. Challenge learners to defend, explain their critique statements.</li> <li>Post final and preliminary works of art and hold summative class critique</li> </ul> |
| <b>Differentiation:</b> Each student will address all lessons from an individual perspective. Student needs will be addressed on an individual level based upon his or her work, and progress.                                                                                 |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li><a href="http://getty.edu/education/teachers/building_lessons/formal_analysis.html">http://getty.edu/education/teachers/building_lessons/formal_analysis.html</a></li> </ul>                                 |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                        |



### Lesson Plan 3 Template

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

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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/<br>Instructional Strategies                                                                                                                                                                                                                  | Formative Assessment Tasks                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>demonstrate that they are proficient in applying glaze to ceramic vessels.</li> <li>demonstrate to pick the appropriate color for a ceramic vessel.</li> <li>complete application projects.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Discussion and explanation of glazing techniques.</li> <li>Demonstrate and model the correct application of glaze to ceramic forms.</li> <li>Guided practice.</li> <li>Application assignments.</li> </ol> | <ul style="list-style-type: none"> <li>Walk among learners, encourage, evaluate, and apply individual formative assessment.</li> <li>Conduct several class critiques at several stages of the art making experience.</li> <li>Probe for understanding during critiques. Challenge learners to defend, explain their critique statements.</li> </ul> |
| <b>Differentiation:</b> Each student will address all lessons from an individual perspective. Student needs will be addressed on an individual level based upon his or her work, and progress.                                                               |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                     |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li><a href="http://getty.edu/education/teachers/building_lessons/formal_analysis.html">http://getty.edu/education/teachers/building_lessons/formal_analysis.html</a></li> </ul>               |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                     |



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

### Curriculum Design Template

|                                  |                           |                                  |
|----------------------------------|---------------------------|----------------------------------|
| <b>Content Area:</b> Visual Arts | <b>Grade Level:</b> 7     | <b>Unit Title:</b> Complex Forms |
| <b>Created:</b> Chelsea Wilson   | <b>Board Approved on:</b> | Type Here                        |



## **SPRINGFIELD PUBLIC SCHOOLS**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> 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 21<sup>ST</sup> 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 21<sup>ST</sup> 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<br>Overall Stanine Score of a 7            | Cogat Assessment<br>Overall Stanine Score of an 8 | Cogat Assessment<br>Overall Stanine Score of a 9            |
| iReady Math Assessment<br>Just Below Current Grade<br>Level | iReady Math Assessment<br>On Grade Level          | iReady Math Assessment<br>½ Year + Above Current<br>Level   |
| iReady ELA<br>On Grade Level                                | iReady ELA<br>½ Year Above Current Level          | iReady ELA<br>One Full Grade Level +<br>Above Current Level |
| NJSLA Math<br>Approaching Expectations                      | NJSLA Math<br>Met Expectations                    | NJSLA Math<br>Exceed Expectations                           |
| NJSLA ELA<br>Approaching Expectations                       | NJSLA ELA<br>Met Expectations                     | NJSLA ELA<br>Exceed Expectations                            |
| HOPE Teacher Rating Scale<br>Raw Score: 11 - 29             | HOPE Teacher Rating Scale<br>Raw Score: 30 - 49   | HOPE Teacher Rating Scale<br>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://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](http://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.