

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

Springfield Public Schools
Springfield, New Jersey 07081

Advanced TV Production
Grades 10-12

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

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

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

Curriculum Update

To approve the following curriculum revisions:

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

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

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

(continued)

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

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on August 25, 2025 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th day of August 2025.

SEAL

Michelle Calas
School Business Administrator/ Board Secretary



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Springfield Public Schools
Springfield, New Jersey

Dr. Rachel Goldberg
Superintendent of Schools

Erica Scudero
Assistant Superintendent

Curriculum Developed By:

Dr. Norman Francis, Principal

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

Jailyn Fernandez, Teacher



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Unit Overview Template					
Content Area:	Visual and Performing Arts	**Grade Level:**	10-12	**Unit Title:**	Operation of TV Control Room Equipment: Roles of TV Control Room Personnel
Unit Summary: This unit examines the TV control room equipment and the TV control room personnel. We will discuss the function and operation of each specific piece of equipment for a TV broadcast production. Students will develop the skills necessary for the operation of successful school broadcasts.					
Primary Interdisciplinary Connections: Career Education, Technology Education, English					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy					
Unit Rationale:	This unit will serve as the foundational overview of the operation of all TV control room equipment.				
Career Readiness:	9.2, 9.4				

Learning Targets	
Standards:	1.2, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, W.11-12,
Content Statement:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 3: Refining and completing products. Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 9: Applying criteria to evaluate products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Core Idea: With a growth mindset, failure is an important part of success Core Idea: Innovative ideas or innovation can lead to career opportunities.

	Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Core Idea: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. Core Idea: Cultivating online reputations for employers and academia requires separating private and professional digital identities. Core Idea:Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills Informative and Explanatory Writing
CPI#:	**Cumulative Progress Indicator (CPI):**
1.2.12adv.Cr1b	Fluently integrate a personalized digital portfolio that contains a resume, exemplary projects and activities reflecting personal and academic interests, achievements and career aspirations.rate a sophisticated personal aesthetic for media arts productions.
1.2.12adv.Cr3b	Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences and contexts.
1.2.12adv.Pr4a	Synthesize various arts, media arts forms and academic content into unified media arts.
1.2.12adv.Pr5c	Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.
1.2.12adv.Re7a	Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks.
1.2.12adv.Re9a	Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes and considering complex goals and factors.
1.2.12adv.Cn10b	Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences.
1.2.12adv.Cn11a	Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.

9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior.
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds.



SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills.
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices.
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5.1	Establish and maintain healthy relationships.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure.
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed.
W.IW.9-10.2.B	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of contentDevelop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Unit Essential Questions:

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

- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?
- What are the names and functions of various TV control room equipment?
- How does each piece of equipment affect the overall broadcast production?

Unit Enduring Understandings:

- Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.
- The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks.
- Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.
- Media artists require a range of skills and abilities to creatively solve problems.
- An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.
- Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.
- Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.
- Understanding connections to varied contexts and daily life enhances a media artist's work.
- The TV room equipment is a major aspect in a broadcast production.
- The operation of the equipment in a TV studio is a popular career choice with regard to TV production.

Unit Learning Targets:

Students will....

- identify and explain the difference pieces of equipment in the TV control room
- explain how each piece of TV control room equipment affects the overall broadcast production



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Evidence of Learning	
Summative Assessment:	4 weeks. Students will define terms for TV control room equipment. Students will complete a rotation of the operation of all equipment. Students will execute a tactile operation exam for all equipment.
Equipment Needed:	Teach laptop, student iPad, and TV equipment
Teacher Resources:	Notes, lecture, demonstration, operation of equipment, internet access, instructional DV

Formative Assessments:

Students will be assessed via

- class participation
- teacher's questions
- class assignments
- specific projects
- written tests
- the operation of equipment at specific times in a studio broadcast

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Operation of Camera/Video Switcher, Role of the Technical Director	10 days
Lesson 2 Operation of Video Recording/Playback Equipment, Role of the Video Tape Operator	5 days
Lesson 3 Operation of Audio Board, Role of the Audio Manager, and Assistant Audio Manager	5 days
Teacher Notes:	
Curriculum Development Resources/Technology Resources: *Click the links below to access additional resources used to design this unit:* https://www.newtek.com/tricaster/mini/videos/	



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Lesson Plan 1 Template					
Content Area:	Visual and Performing Arts	Lesson Title:	Tricaster/Video Switcher	Time Frame:	10 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Education, Technology Education,English

Integration of Technology: Laptops, iPads, instructional DVD, operation of control room equipment

Equipment Needed: Laptops/iPads with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify and explain the operation of the camera/video switcher and the role of the Technical Director (T.D.) • Compare and contrast the four camera transitions: Cut, Fade, Dissolve, and Wipe • Understand the importance and critical nature of the role of Technical Director for a broadcast production	Lesson Sequence 1. In small groups, students will discuss using a camera/video switcher in a studio production. 2. Teacher distributes study guide of specific terms for the operation of the camera/video switcher, transitions. 3. Teacher demonstrates the operation of switcher in small groups. 4. Students will rotate in the operation of the switcher and perform the role of a Technical Director.	• Students will be assessed based on their class participation in the class discussions. • Students will be assessed based on the completed class work. • Students will execute a written test at the conclusion of the lesson.

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

Resources Provided:

- Study Guide Vocabulary Handout
- Teacher-generated notes



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Lesson Plan 2 Template					
Content Area:	Visual and Performing Arts	Lesson Title:	Operation of Video Recording/ Playback Equipment; Role of the Video Tape Operator	Time Frame:	5 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Education, Technology Education,English

Integration of Technology: Laptops, iPads, instructional DVD, operation of control room equipment

Equipment Needed: Laptops/iPads with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify and explain the operation of the video recording/playback equipment and the role of the Video Tape Operator (V.T.O.) • Compare and contrast various types of roll-ins • Understand the importance and critical nature of the role of Video Tape Operator for a broadcast production	Lesson Sequence 1. Students will work in small groups to discuss the reasons for using various video recording/playback equipment in a studio production. 2. Teacher will distribute a study guide with specific terms for learning the operation of the video equipment and various types of roll-ins. 3. Teacher will demonstrate the operation of the video equipment in small groups. 4. Students will rotate in the operation of the video equipment and perform	• Students will be assessed based on their class participation in the class discussions. • Students will be assessed based on the completed class work. • Students will execute a written test at the conclusion of the lesson.

	the role of a Video Tape Operator.	

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

Resources Provided:

- Study Guide Vocabulary Handout
- Teacher-generated notes



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Lesson Plan 3 Template					
Content Area:	Visual and Performing Arts	Lesson Title:	Operation of Audio Board, Roles of the Audio Manager and Assistant Audio Manager	Time Frame:	5 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Education, Technology Education,English

Integration of Technology: Laptops, iPads, instructional DVD, operation of control room equipment

Equipment Needed: Laptops/iPads with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify the key roles and responsibilities of the Audio Manager and Assistant Audio Manager • Demonstrate basic operation of the audio board (volume levels, inputs/outputs, monitoring) • Collaborate in small production teams to mix and adjust audio during a live or simulated recording	Lesson Sequence 1. Presentation/discussion: Responsibilities of Audio Manager & Assistant Audio Manager 2. Teacher demo of audio board functions: sliders, inputs, mute buttons, headphones, etc. 3. Students work in pairs to practice setting up microphones and adjusting input levels 4. Students assigned roles (Audio Manager, Assistant, etc.) and run through a mock production while adjusting levels in real time 5. Student reflection: What did you learn about the	• Class discussion responses • Labeled diagram of the audio board • Observation during practice and simulation • Daily exit tickets (quick written or verbal feedback) • Final quiz and reflection

	importance of audio roles?	

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

Resources Provided:

- Study Guide Vocabulary Handout
- Teacher-generated notes
- Instructional video clips



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Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Visual and Performing Arts	**Grade Level:**	10-12	**Unit Title:**	Operation of TV Control Room Equipment and the roles of the TV Control Room Personnel
Created:	Jailyn Fernandez	**Board Approved on:**	Type Here		



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Unit Overview Template					
Content Area:	Visual and Performing Arts	**Grade Level:**	10-12	**Unit Title:**	Operation of TV Studio Equipment and the Roles of TV Studio Personnel

Unit Summary: This unit looks at the names and parts of the equipment in the TV studio (TV Camera) and the roles of the studio personnel. We will discuss how each specific piece of the studio camera and tripod functions and how to operate the equipment for a TV studio broadcast. We will also focus on the roles of the Floor Manager and On-Air News Anchors. This will allow students the opportunity to develop the necessary skills in determining how to implement the equipment and roles of the studio personnel in future lessons and projects.

Primary Interdisciplinary Connections: Career Education, Technology Education, English

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

Unit Rationale:	This unit will set a foundation as an overview of the operation for the TV Studio equipment and the roles of the studio personnel.
Career Readiness:	9.2, 9.4

Learning Targets	
Standards:	1.2, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, W.11-12,
Content Statement:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 3: Refining and completing products. Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 9: Applying criteria to evaluate products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Core Idea: With a growth mindset, failure is an important part of success Core Idea: Innovative ideas or innovation can lead to career opportunities.

	Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Core Idea: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. Core Idea: Cultivating online reputations for employers and academia requires separating private and professional digital identities. Core Idea:Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills Informative and Explanatory Writing
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9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
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SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed.
W.IW.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Unit Essential Questions:

- How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?
- How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?
- How are complex media arts experiences constructed? At what point is a work considered "complete"?
- How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?
- How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?
- How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?
- How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?
- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?
- What are the names and functions of various TV control room equipment?

- How does each piece of equipment affect the overall broadcast production?

Unit Enduring Understandings:

- Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.
- The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks.
- Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.
- Media artists require a range of skills and abilities to creatively solve problems.
- An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.
- Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.
- Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.
- Understanding connections to varied contexts and daily life enhances a media artist's work.
- The TV room equipment is a major aspect in a broadcast production.
- The operation of the equipment in a TV studio is a popular career choice with regard to TV production.

Unit Learning Targets:

Students will....

- Be able to identify and explain the different pieces of equipment in the TV control room
- Be able to explain how each piece of TV control room equipment affects the overall broadcast production



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Evidence of Learning	
Summative Assessment:	4 weeks. Students will define terms for TV control room equipment. Students will complete a rotation of all studio equipment and studio personnel. Students will execute a hands-on operation exam for all equipment and serve the roles as studio personnel.
Equipment Needed:	Teacher laptop, student iPad, TV equipment
Teacher Resources:	Notes, lecture, demonstration, operation of equipment, internet access, instructional DV

Formative Assessments:

Students will be assessed via

- class participation
- teacher's questions
- class assignments
- specific projects
- written tests
- the operation of equipment at specific times in a studio broadcast

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Operation of Studio Camera, Role of the TV Studio Camera Operator	5 days
Lesson 2 The role of the TV Studio Floor Manager	5 days
Lesson 3 The role of On-Camera News Anchor or Talk Show Host	10 days
Teacher Notes:	
Curriculum Development Resources/Technology Resources: *Click the links below to access additional resources used to design this unit:* https://www.newtek.com/tricaster/mini/videos/	



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Lesson Plan 1 Template					
Content Area:	Visual and Performing Arts	Lesson Title:	TV Studio Camera Operator	Time Frame:	5 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Education, Technology Education,English

Integration of Technology: Laptops, iPads, instructional DVD, operation of control room equipment

Equipment Needed: Laptops/iPads with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify and explain the operation of the TV studio camera and the role of the Camera Operator • Compare and contrast the camera parts, movements, shots/angles • Understand the importance and critical nature of the role of Camera Operator for a broadcast production	Lesson Sequence 1. In small groups, students will discuss using a TV camera for a successful studio production. 2. Teacher will distribute a study guide with specific terms for learning the operation of the studio camera. 3. Teacher demonstrates the operation of the studio camera in small groups. 4. Students rotate in the operation of the studio camera, performing the role of a Camera Operator.	• Students will be assessed based on their class participation in the class discussions. • Students will be assessed based on the completed class work. • Students will execute a written test at the conclusion of the lesson.

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

Resources Provided:

- Study Guide Vocabulary Handout
- Teacher Generated notes



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Lesson Plan 2 Template					
Content Area:	Visual and Performing Arts	Lesson Title:	The Role of the TV Studio Floor Manager	Time Frame:	5 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Education, Technology Education,English

Integration of Technology: Laptops, iPads, instructional DVD, operation of control room equipment

Equipment Needed: Laptops/iPads with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify and explain the role of the TV Studio Floor Manager • Compare and contrast various types of verbal and non-verbal cues utilized by a Floor Manager before, during, and after a broadcast production • Understand the importance and critical nature of the role of a Floor Manager for a broadcast production	Lesson Sequence 1. Students will work in small groups to discuss the reasons for having a floor manager in a TV studio broadcast production. 2. Teacher will distribute a study guide with specific terms for learning the role of a Floor Manager. 3. Teacher will demonstrate for students in small groups the roles, responsibilities, verbal and non-verbal cues given by a TV studio Floor Manager.	• Students will be assessed based on their class participation in the class discussions. • Students will be assessed based on the completed class work. • Students will execute a written test at the conclusion of the lesson.

	4. Students will rotate in the role and responsibility of a TV studio Floor Manager.	

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

Resources Provided:

- Study Guide Vocabulary Handout
- Teacher Generated notes



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Lesson Plan 3 Template					
Content Area:	Visual and Performing Arts	Lesson Title:	The Role of On-Camera News Anchor or Talk Show Host	Time Frame:	5 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Education, Technology Education,English

Integration of Technology: Laptops, iPads, instructional DVD, operation of control room equipment

Equipment Needed: Laptops/iPads with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify and explain the role of the On-Camera News Anchor • Compare and contrast various writing styles and on-camera deliveries for news anchors • Understand the importance and critical nature of the role of an On-Camera News Anchor	Lesson Sequence 1. In small groups, students will discuss the impact of an On-Camera News Anchor for a successful TV broadcast production. 2. Teacher distributes a study guide with terms, situations, writing styles, script deliveries for an On-Camera News Anchor. 3. Teacher demonstrates the role of News Anchor. 4. Students will rotate in the role of an On-Camera News Anchor.	• Students will be assessed based on their class participation in the class discussions. • Students will be assessed based on the completed class work. • Students will execute a written test at the conclusion of the lesson.

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

Resources Provided:

- Study Guide Vocabulary Handout
- Teacher Generated notes



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Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Visual and Performing Arts	**Grade Level:**	10-12	**Unit Title:**	Operation of TV Studio Equipment and the Roles of TV Studio Personnel
Created:	Jailyn Fernandez	**Board Approved on:**	Type Here		



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Unit Overview Template					
Content Area:	Visual and Performing Arts	**Grade Level:**	10-12	**Unit Title:**	Operation of the digital camera and the use of editing software

Unit Summary: This unit examines the concepts of the digital camera for field productions and digital editing software. We will discuss the process of selecting school events to record and edit in terms of the proper camera operation and how to edit footage to create an edited production. This will allow students to continue to build on their skills for future projects, in addition to examining career opportunities for this particular aspect of television and video production.

Primary Interdisciplinary Connections: Career Education, Technology Education, English

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

Unit Rationale:	This unit will set a foundation as an overview of the operation for the TV Studio equipment and the roles of the studio personnel.
Career Readiness:	9.2, 9.4

Learning Targets	
Standards:	1.2, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, W.11-12,
Content Statement:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 3: Refining and completing products. Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 9: Applying criteria to evaluate products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Core Idea: With a growth mindset, failure is an important part of success Core Idea: Innovative ideas or innovation can lead to career opportunities.

	Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Core Idea: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. Core Idea: Cultivating online reputations for employers and academia requires separating private and professional digital identities. Core Idea:Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills Informative and Explanatory Writing
CPI#:	**Cumulative Progress Indicator (CPI):**
1.2.12adv.Cr1b	Fluently integrate a personalized digital portfolio that contains a resume, exemplary projects and activities reflecting personal and academic interests, achievements and career aspirations.rate a sophisticated personal aesthetic for media arts productions.
1.2.12adv.Cr3b	Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences and contexts.
1.2.12adv.Pr4a	Synthesize various arts, media arts forms and academic content into unified media arts.
1.2.12adv.Pr5c	Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.
1.2.12adv.Re7a	Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks.
1.2.12adv.Re7b	Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception and systemic communications when addressing global issues including climate change.
1.2.12adv.Re9a	Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes and considering complex goals and factors.

1.2.12adv.Cn10b	Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences.
1.2.12adv.Cn11a	Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior.
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.



SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills.
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices.
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5.1	Establish and maintain healthy relationships.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure.
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed.
W.IW.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Unit Essential Questions:

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

- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?
- What are the names and functions of the digital camera?
- How will proper camera operation affect the overall final product?
- What are the names and functions of all components of the editing software?
- How will proper editing skills affect the overall final product?

Unit Enduring Understandings:

- Media arts use a variety of sources, such as imagination and creative processes, to inspire and transform concepts and ideas into artistic expression.
- The forming, integratio,n and refinement of aesthetic components, principles, and processes create purpose, meaning, and artistic quality in media artworks.
- Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.
- Media artists require a range of skills and abilities to creatively solve problems.
- An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.
- Evaluation and critique are vital components of experiencing, appreciating, and producing media artworks.
- Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.
- Understanding connections to varied contexts and daily life enhances a media artist's work.
- The proper operation of the digital camera and advancement of student editing skills are major aspects for the successful completion of polished video productions, with the intent to air on a news broadcast.
- This specific aspect is a major component of television and video production and is also a popular career choice to advance oneself within the industry.

Unit Learning Targets:

Students will....

- Identify and explain the proper operation and functions of the digital camera
- shoot a video which helps to develop a creative and thought-provoking story
- Explain how each aspect and component of the digital editing software will affect the overall final video production



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Evidence of Learning	
Summative Assessment:	12 weeks. Students will define terms for the digital camera, tripod and the necessary equipment associated with the digital camera for a field shoot production Students will record footage for field shoot productions for school related clubs, sports or activities Students will properly execute all editing skills associated with the editing software
Equipment Needed:	Teacher laptop, student iPad, TV equipment
Teacher Resources:	Notes, lecture, demonstration, operation of equipment, internet access, instructional DV

Formative Assessments:

Students will be assessed via

- class participation
- teacher's questions
- class assignments
- specific projects
- written tests
- the operation of equipment at specific times in a studio broadcast

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Operation of the digital camera	5 days
Lesson 2 The role of video editor	10 days
Lesson 3 Producer of video projects	45 days
Teacher Notes:	
Curriculum Development Resources/Technology Resources: https://www.newtek.com/tricaster/mini/videos/ https://support.apple.com/en-us/HT210410	



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Lesson Plan 1 Template					
Content Area:	Visual and Performing Arts	Lesson Title:	Operation of the digital camera	Time Frame:	5 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Education, Technology Education,English

Integration of Technology: Laptops, iPads, instructional DVD, operation of control room equipment

Equipment Needed: Laptops/iPads with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify and explain the operation of the digital camera • Compare and contrast the camera parts, movements, shots/angles • Understand the importance and critical nature of the role of a camera operator for a video field shoot production	Lesson Sequence 1. In small groups, students will discuss reasons for using a digital camera for a successful field shoot production. 2. Teacher will distribute a study guide with specific terms for learning the operation of the digital camera. 3. Teacher will demonstrate the operation of the digital camera in small groups. 4. Students will rotate in the operation of the digital camera.	• Students will be assessed based on their class participation in the class discussions. • Students will be assessed based on the completed class work. • Students will execute a written test at the conclusion of the lesson.



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

Resources Provided:

- Study Guide Vocabulary Handout
- Teacher Generated notes

Lesson Plan 2 Template					
Content Area:	Visual and Performing Arts	Lesson Title:	The role of the video editor	Time Frame:	10 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Education, Technology Education,English

Integration of Technology: Laptops, iPads, instructional DVD, operation of control room equipment

Equipment Needed: Laptops/iPads with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify and explain the role of the video editor • Compare and contrast various types of editing techniques including the proper trimming of video clips, insertion of transitions between scenes and proper music selection with editing to the beat of the song • Understand the importance and critical nature of the role of a video editor for a field shoot production	Lesson Sequence 1. Students will work in small groups to discuss the reasons for editing the scenes of their video productions. 2. Teacher will distribute a study guide with specific terms for learning the role of video editor. 3. Teacher will demonstrate for students in small groups the various editing techniques for video productions.	• Students will be assessed based on their class participation in the class discussions. • Students will be assessed based on the completed classwork and homework for rubric-based projects. • Students will execute a written test after the lesson.



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

Resources Provided:

- Study Guide Vocabulary Handout
- Teacher Generated notes

Lesson Plan 3 Template					
Content Area:	Visual and Performing Arts	Lesson Title:	Producer of video projects	Time Frame:	45 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Education, Technology Education,English

Integration of Technology: Laptops, iPads, instructional DVD, operation of control room equipment

Equipment Needed: Laptops/iPads with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify and explain the role of a video producer • Compare and contrast various styles for producing a creative video production • Understand the importance and critical nature of the video producer	Lesson Sequence 1. Students will work in small groups to discuss the impact of a video producer. 2. Teacher will guide students in the selection process of school topics to help students produce creative video productions. 3. Students will record school productions and creatively edit projects to be submitted for broadcast on the school's morning news program.	• Students will be assessed based on their class participation in the class discussions. • Students will be assessed based on the completed classwork and homework for rubric-based projects.



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Differentiation: Pair and share information, flexible grouping, multiple intelligence options, tiered activities/assignments, varied product choices.
Resources Provided: • Study Guide Vocabulary Handout • Teacher Generated notes



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Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Visual and Performing Arts	**Grade Level:**	10-12	**Unit Title:**	Operation of the digital camera and the use of editing software
Created:	Jailyn Fernandez	**Board Approved on:**	Type Here		



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

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Accommodations and Modifications for ESL Students

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

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

What Does the Gifted and Talented Experience Look Like?

Springfield Public Schools

Mission Statement

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

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

Goals:

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

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

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

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

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

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

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

Early Childhood Center
Edward V. Walton

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

Elementary Schools
James Caldwell
Thelma L. Sandmeier

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

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

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

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

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

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

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

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

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

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

NJDOE Fast Facts

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

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

Math/ELA

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

STEM

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

Enrichment Events

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

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Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
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IReady ELA On Grade Level	IReady ELA ½ Year Above Current Level	IReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

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

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

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

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

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

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

NJDOE Fast Facts

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

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

Math/ELA

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

STEM

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

Enrichment Events

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