# Springfield Public Schools
Springfield, New Jersey 07081

## Dance I
Grades 9-12

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

# Springfield Public Schools
# Springfield, New Jersey

**Rachel Goldberg**
**Superintendent of Schools**

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

**Curriculum Developed By:**

**Dr. Norman Francis ~ Principal of Jonathan Dayton High School**

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

**Megan Theobald ~ Teacher**



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

| Unit Overview Template | | | | | |
|---|---|---|---|---|---|
| **Content Area:** | Dance | **Grade Level:** | 9-12 | **Unit Title:** | Introduction to Dance |
| **Unit Summary:** Students will begin by exploring how dance communicates meaning and connects to health and well-being. Students will understand themselves as dancers through learning how to take a dance class, how they apply basic dance elements, and how to "read a dance". | | | | | |
| **Primary Interdisciplinary Connections:** Technology, Language Arts, Career Readiness | | | | | |
| ***21st 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 ☐ Media Literacy | | | | | |
| **Unit Rationale:** | This unit will introduce students to the basic elements of dance. Students will learn how the elements of dance relate and are supported by the structure of a dance class. | | | | |
| **Career Readiness:** | 9.2, 9.4 | | | | |

| Learning Targets | |
|---|---|
| **Standards:** | 1.1, SEL.PK-12.1, SEL.PK-12.3, W.RW |
| **Content Statements:** | Anchor Standard 1: Generating and conceptualizing ideas.<br>Anchor Standard 8: Interpreting intent and meaning.<br>Core Idea: There are strategies to improve one's professional value and marketability.<br>Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.<br>SEL.PK-12.1: Self-Awareness<br>SEL.PK-12.3: Social Awareness<br>Writing Domain |
| **CPI#:** | **Cumulative Progress Indicator (CPI):** |
| 1.1.12acc.Cr1a | Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement. |
| 1.1.12acc.Cr1b | Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works. |
| 1.1.12acc.Re8a | Analyze and discuss how the elements of dance, execution of dance movements and context contribute to artistic expression in a variety of genres, styles or cultural movement practices using genre specific terminology. |
| 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. |
| 9.4.12.TL.1 | Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.). |
| 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-12.3.1 | Recognize and identify the thoughts, feelings, and perspectives of others. |
| W.RW.11–12.7 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes. |

**Unit Essential Questions:**

- How is dance interpreted?
- Where do choreographers get ideas for dances?
- What components are needed from the individual and the ensemble to make the dance class function?
- What must a dancer do to prepare the mind and body for artistic expression?
- How does dance deepen our understanding of ourselves, other knowledge, and events around us?
- How do dancers work with space, time, and energy to communicate artistic expression?
- How is a dance understood?

**Unit Enduring Understandings:**

- Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- Dance is an art form that expresses personal meaning.
- Discover personal joy in movement.
- How to "read a dance" through comprehension, analysis, and interpretation of movement.
- The structure of a dance class warm-up is based upon sound anatomical and physiological principles.
- The elements of dance include Body, Space, Time, and Energy.

**Unit Learning Targets:**

- Identify what dance means to them personally, and begin to learn about themselves as dancers through daily physical and reflective practice.
- Comprehend a dance by identifying, analyzing, and justifying the movement choices and elements of dance are present through watching live and recorded movement.
- Analyze a dance to determine the ideas expressed by the choreographer through watching recorded movement.
- Conclude why warm up is a necessary mental and physical practice for dance preparation through daily physical and reflective practice.
- Describe basic proper anatomical vertical alignment and justify the importance of alignment in dance.

| Evidence of Learning | |
|---|---|
| **Summative Assessment:** | After fourteen days, students will complete performance assessments and written response assignments. |
| **Equipment Needed:** | Projector, Speaker |
| **Teacher Resources:** | Performance videos, Chart Paper, Articles |
| **Formative Assessments:** | |
| This will include a rubric, quiz, observation, group work, and presentation. | |

| Lesson Plans | |
|---|---|
| **Lesson** | **Time Frame** |
| **Lesson 1** The Structure of a Dance Class | 84 minutes/2 days |
| **Lesson 2** The Elements of Dance | 336 minutes/8 days |
| **Lesson 3** Analyzing and Interpreting Dance | 168 minutes/4 days |
| **Teacher Notes:** | |
| **Curriculum Development Resources/Technology Resources:** | |
| *Click the links below to access additional resources used to design this unit:* https://www.danceadvantage.net/curriculum-planning/ https://dancemagazine.com.au/2015/05/what-is-dance/ | |



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| Lesson Plan 1 Template | | | | | |
|---|---|---|---|---|---|
| Content Area: | Dance | Lesson Title: | Structure of a Dance Class | Time Frame: | 84 minutes/2 days |

**Lesson Components**

*21st Century Themes*

[x] Global Awareness ☐ Financial, Economic, Business, and Entrepreneurial Literacy

[x] Civic Literacy [x] Health Literacy

*21st Century Skills*

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

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

**Interdisciplinary Connections:** Language Arts, Technology

**Integration of Technology:** Students will view and respond to videos online. Students will use the internet to create a class playlist.

**Equipment Needed:** Speaker, iPad

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Learn the format of a dance class.<br>• Develop controlled use of space when moving alone or in groups.<br>• Identify what dance means to them personally, and begin to learn about themselves as dancers through daily physical and reflective practice.<br>• Become aware of the benefits of dance. | Lesson Sequence<br>1. Do Now/ pre-assessment of student knowledge.<br>2. Participate in a general dance class.<br>3. Review the class format.<br>4. Discuss the purpose of a warm-up.<br>5. Create class goals.<br>6. Read and or watch videos that are about the benefits of dance. | • Do Now<br>• Observation<br>• Performance<br>• Discussion<br>• Written Assignment |

**Differentiation:** Visuals and imagery will be used to provide support to students.

**Resources Provided:**

- https://dancemagazine.com.au/2015/05/what-is-dance/



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| Lesson Plan 2 Template | | | | | |
|---|---|---|---|---|---|
| Content Area: | Dance | Lesson Title: | The Elements of Dance | Time Frame: | 336 minutes/8 days |

**Lesson Components**

*21st Century Themes*

[x] Global Awareness ☐ Financial, Economic, Business, and Entrepreneurial Literacy

[x] Civic Literacy [x] Health Literacy

*21st Century Skills*

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

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

**Interdisciplinary Connections:** Language Arts, Technology

**Integration of Technology:** iPad

**Equipment Needed:** Speaker, Chart Paper, Markers

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Explore and identify, through movement, the dance elements of body, space, time, energy, and relationships.<br>• Use the elements of dance in purposeful ways to respond to a variety of stimuli.<br>• Select and combine dance elements in response to a variety of stimuli. | Lesson Sequence<br>1. Review the etiquette and structure of a dance class.<br>2. Introduce the elements of dance.<br>3. Complete warm-up that integrates each element.<br>4. Create charts and explanations about each element.<br>5. Respond to improvisational tasks to explore each element separately.<br>6. Discuss how the elements affect dance.<br>7. Journal improvisational tasks.<br>8. Take a quiz about the elements' content. | • Discussion<br>• Observation<br>• Written Assignments<br>• Rubrics<br>• Quiz |

**Differentiation:** Group investigations to aid in the discovery process. Use visuals to support learning.

**Resources Provided:**

- https://www.elementsofdance.org/
- https://www.semanticscholar.org/paper/Learning-Mathematics-Through-Dance-Gerofsky/5597c21918bde0ee05c84a066ae5376598c6c432/figure/1



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| Lesson Plan 3 Template | | | | | |
|---|---|---|---|---|---|
| Content Area: | Dance | Lesson Title: | Analyzing and Interpreting Dance | Time Frame: | 168 minutes/4 days |

**Lesson Components**

*21st Century Themes*

[x] Global Awareness ☐ Financial, Economic, Business, and Entrepreneurial Literacy

[x] Civic Literacy [x] Health Literacy

*21st Century Skills*

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

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

**Interdisciplinary Connections:** Language Arts, Technology

**Integration of Technology:** The instructor will use videos to support student learning.

**Equipment Needed:** Speaker, iPad

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Identify characteristics and possible meanings of a choreographed piece.<br>• Investigate how a single idea can be developed in many ways and directions.<br>• Use inquiry in dance to extend understanding of place.<br>• View dance performances and discuss the elements of choreography and performance. | Lesson Sequence<br>1. Watch videos and analyze the intention of the choreography.<br>2. Introduce various stimuli used to create dance.<br>3. Participate in games/improvisational tasks.<br>4. Review the lenses used to interpret art.<br>5. Learn the role and effects a dance critic has.<br>6. Provide feedback and comments on professional dance pieces. | • Discussions<br>• Written Assignments<br>• Observation |

**Differentiation:** Games will be incorporated to promote synthesis of the material. Use of collaboration for various activities.

**Resources Provided:**

- http://dancecritics.org/
- https://www.danceconsortium.com/features/article/role-of-the-dance-critic/





## Lesson Reflection

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

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

## Curriculum Design Template

| | | | | | |
|---|---|---|---|---|---|
| **Content Area:** | Dance | **Grade Level:** | 9-12 | **Unit Title:** | Introduction to Dance |
| **Created:** | Megan Theobald | **Board Approved on:** | Type Here | | |





| Unit Overview Template | | | | | |
|---|---|---|---|---|---|
| **Content Area:** | Dance | **Grade Level:** | 9-12 | **Unit Title:** | Introduction to Jazz |
| **Unit Summary:** Students are introduced to Jazz dance technique. The unit builds upon the basic warm-ups that were introduced in the first unit, while exposing students to discipline-specific vocabulary. The students continue to learn across the floor and extended movement phrases. Students will explore general Jazz technique concepts while learning basic history and key figures. | | | | | |
| **Primary Interdisciplinary Connections:** Health, Technology | | | | | |
| ***21st Century Themes*** *[X]* Creativity and Innovation *[X]*Critical Thinking and Problem Solving *[X]* ICT Literacy *[X]* Information Literacy *[X]* Life and Career Skills *[X]*Communication and Collaboration ☐*[X]*Media Literacy | | | | | |
| **Unit Rationale:** | Jazz dance is a codified genre of dance that impacted the evolution of dance and culture. | | | | |
| **Career Readiness:** | 9.2, 9.4 | | | | |

| Learning Targets | |
|---|---|
| **Standards:** | 1.1, SEL.PK-12.1, SEL.PK-12.3, W.RW |
| **Content Statements:** | Anchor Standard 2: Organizing and developing ideas<br>Anchor Standard 4: Selecting, Analyzing and interpreting work<br>Anchor Standard 8: Interpreting intent and meaning.<br>Core Idea: There are strategies to improve one's professional value and marketability.<br>Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.<br>SEL.PK-12.1: Self-Awareness<br>SEL.PK-12.2: Self-Management<br>SEL.PK-12.3: Social Awareness<br>SEL.PK-12.5: Relationship Skills<br>Core Idea: The quality of feedback from others, self-assessment, as well as effort and repetition, influences movement skills, concepts, and performance. |
| **CPI#:** | **Cumulative Progress Indicator (CPI):** |
| 1.1.12acc.Cr2a | Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent. |
| 1.1.12acc.Cr2b | Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement. |
| 1.12prof.Pr4a | Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases |

| | |
|---|---|
| 1.1.12acc.Re8a | Analyze and discuss how the elements of dance, execution of dance movements and context contribute to artistic expression in a variety of genres, styles or cultural movement practices using genre specific terminology. |
| 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. |
| 9.4.12.TL.1 | Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.). |
| SEL.PK-12.1.3 | Recognize one's personal traits, strengths and limitations |
| 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-12.5.5 | Identify who, when, where, or how to seek help for oneself or others when needed |
| 2.2.12.MSC.3 | Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). |

**Unit Essential Questions:**

- What influences choice-making in creating choreography?
- How is dance interpreted?
- How do choreographers and dancers use self-reflection and feedback from others to improve the quality of their work?
- How do dancers work with space, time, and energy to communicate artistic expression?
- How is a dance understood?
- How is dance interpreted?
- How does knowing about societal, cultural, historical, and community experiences expand dance literacy?
- What are the stylistic markers of jazz dance?
- How do dancers work with space, time, and energy to communicate artistic expression?

**Unit Enduring Understandings:**

- Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
- The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.
- Dance steps particular to the dance style chosen.
- Core movement principles specific to the dance style.
- Selected dance figures and repertory pieces in the style chosen.
- Space, time, and energy are basic elements of dance.

**Unit Learning Targets:**

- Identify and execute proper center exercises and techniques.
- Summarize the evolution of Jazz dance styles from the past and present.
- Perform Jazz choreography.

- Observe and analyze video footage of repertory works.

| Evidence of Learning | |
|---|---|
| **Summative Assessment:** | After ten days, students will complete a performance assessment, written assessments, and a test by the end of the unit. |
| **Equipment Needed:** | iPad, Speaker, Projector |
| **Teacher Resources:** | |

**Formative Assessments:**

- Observations
- Performance
- Test
- Quizzes
- Discussions

| Lesson Plans | |
|---|---|
| **Lesson** | **Time Frame** |
| **Lesson 1** Brief History of Jazz Dance | 126 minutes/3 days |
| **Lesson 2** Introduction to Jazz Dance Styles | 168 minutes/4 days |
| **Lesson 3** Musical Theatre | 126 minutes/3 days |

**Teacher Notes:**

**Curriculum Development Resources/Technology Resources:**

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

https://www.pbs.org/wnet/broadway/stars/bob-fosse/

http://www.tandfonline.com/doi/abs/10.1080/07303084.1998.10605544?journalCode=ujrd20

http://www.tandfonline.com/doi/abs/10.1080/00064246.1970.11430683



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| Lesson Plan 1 Template | | | | | |
|---|---|---|---|---|---|
| Content Area: | Dance | Lesson Title: | History of Jazz | Time Frame: | 126 minutes/3 days |

**Lesson Components**

*21st Century Themes*

[x] Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy [x] Health Literacy

*21st Century Skills*

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

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

**Interdisciplinary Connections:** Health, Technology

**Integration of Technology:** Videos may be shown as examples of historical content.

**Equipment Needed:** iPad, Projector, Speaker

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Gain an awareness of the lifeline of Jazz Dance, its development, and its influence on the dance world.<br>• Identify and execute proper center exercises and techniques. | Lesson Sequence<br>1. Introduction to Jazz technique.<br>2. Participate in codified Jazz class.<br>3. Discuss the origins and history of the technique.<br>4. Identify key figures in the development of Jazz.<br>5. Watch Jazz dance videos. | • Discussion<br>• Observation<br>• Written Assignments |

**Differentiation:** Varied product and leveled rubrics to match student goals.

**Resources Provided:**

- https://dancepoise.com/history-of-jazz-dance
- https://muse.jhu.edu/book/28778



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| Lesson Plan 2 Template | | | | | |
|---|---|---|---|---|---|
| Content Area: | Dance | Lesson Title: | Introduction to Jazz Dance Styles | Time Frame: | 168 minutes/4 days |

**Lesson Components**

*21st Century Themes*

[x] Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

[x] Civic Literacy [x] Health Literacy

*21st Century Skills*

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

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

**Interdisciplinary Connections:** Health, Technology

**Integration of Technology:** Internet resources

**Equipment Needed:** Speaker

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Perform a variety of dance steps particular to the style.<br>• Perform choreography with Jazz dance principles.<br>• Summarize the evolution of Jazz dance styles from the past and present. | Lesson Sequence<br>1. Review Jazz principles<br>2. Complete Jazz warm-up<br>3. Continue to learn Jazz dance principles.<br>4. Introduce various styles of Jazz dance.<br>5. Learn choreography that incorporates elements and principles. | • Performance<br>• Observation<br>• Discussion |

**Differentiation:** Tiered products will allow students to achieve a product at their level.

**Resources Provided:**

- https://muse.jhu.edu/book/28778



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| Lesson Plan 3 Template | | | | | |
|---|---|---|---|---|---|
| Content Area: | Dance | Lesson Title: | Musical Theatre | Time Frame: | 126 minutes/3 days |

**Lesson Components**

*21st Century Themes*

[x] Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

[x] Civic Literacy [x] Health Literacy

*21st Century Skills*

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

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

**Interdisciplinary Connections:** Health, Technology

**Integration of Technology:** The instructor will use videos to support student learning.

**Equipment Needed:** Speaker, iPad, Projector

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Identify and demonstrate core principles of the Musical Theatre dance style.<br>• Perform Jazz choreography.<br>• Identify the core principles of Jazz dance. | Lesson Sequence<br>1. Quiz students on basic Jazz dance history.<br>2. Complete warm-up while incorporating basic Jazz technique.<br>3. Introduce aspects of Musical Theatre.<br>4. Learn and perform choreography in groups.<br>5. Answer a journal question. | • Quiz<br>• Observation<br>• Performance<br>• Journal Questions<br>• Rubric |

**Differentiation:** Use of collaboration for various activities. Varied products and leveled rubrics to match student goals.

**Resources Provided:**

- http://www.humankinetics.com/excerpts/excerpts/origins-of-musical-theatre-dance





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

| Curriculum Design Template | | | | | |
|---|---|---|---|---|---|
| **Content Area:** | Dance | **Grade Level:** | 9-12 | **Unit Title:** | Introduction to Jazz |
| **Created:** | Megan Theobald | **Board Approved on:** | Type Here | | |





| Unit Overview Template | | | | | |
|---|---|---|---|---|---|
| **Content Area:** | Dance | **Grade Level:** | 9-12 | **Unit Title:** | Hip-Hop |

**Unit Summary:** Explore and analyze the significance of the story behind hip-hop. Realization that this style of movement originated in the 1970s and stood for peace at a time when young people were being lured into gangs. Identify and apply specific musicality that is used in hip-hop dance. Experience and explore how to dissect a beat or song to discover as many instruments or sounds as possible; create movement to the beats that are "least" and/or "most" obvious to the listener.

**Primary Interdisciplinary Connections:** Technology

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

| | |
|---|---|
| **Unit Rationale:** | Hip-Hop is a dance style that has impacted the evolution of dance in history. |
| **Career Readiness:** | 9.2, 9.4 |

| Learning Targets | |
|---|---|
| **Standards:** | 1.1, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3 |
| **Content Statements:** | Anchor Standard 7: Perceiving and analyzing products.<br>Anchor Standard 10: Synthesizing and relating knowledge and personal experience to create products.<br>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.<br>Core Idea: There are strategies to improve one's professional value and marketability.<br>Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.<br>SEL.PK-12.1: Self-Awareness<br>SEL.PK-12.2: Self-Management<br>SEL.PK-12.3: Social Awareness |

| CPI#: | Cumulative Progress Indicator (CPI): |
|---|---|
| 1.1.12adv.Re7a | Use genre-specific dance terminology to analyze dance works from a variety of dance genres, reflecting on recurring patterns of movement and their relationships in well-structured and meaningful choreography. |
| 1.1.12acc.Cn10a | Evaluate personal choreography and how personal experiences and exposure to various cultures influence individual, emotional, intellectual, and kinesthetic responses to dance works. |
| 1.1.12acc.Cn10b | Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance. |
| 1.1.12acc.Cn11a | Analyze how the role of dance in a global society has influenced various cultures, societies, and historical periods throughout history. Examine how innovations in |

| | |
|---|---|
| | the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from whom the dances originate. |
| 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. |
| 9.4.12.TL.1 | Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.). |
| 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-12.3.1 | Recognize and identify the thoughts, feelings and perspectives of others. |
| SEL.PK-12.3.2 | Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds. |

**Unit Essential Questions:**

- How does dance deepen our understanding of ourselves, other knowledge, and events around us?
- How does knowing about societal, cultural, historical, and community experiences expand dance literacy?
- How has Hip-Hop dance evolved over time?
- In what ways does music relate to dance?
- What are the styles that fall under the category of Hip-Hop?
- What are the principles needed to perform Hip-Hop choreography?
- What is an artistic voice?
- How is a dance understood?

**Unit Enduring Understandings:**

- As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.
- Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.
- Present-day hip-hop styles and techniques have a specific and historical origin.
- Musicality is an essential component of hip-hop that contributes to a clearer understanding of the genre and overall movement quality.
- There are characteristics and specific techniques that distinguish hip-hop from other dance genres, including the proper language, vocabulary, and terminology that is used in hip-hop dance.
- Dance is perceived and analyzed to comprehend its meaning.

**Unit Learning Targets:**

- Identify and experiment with the many styles and techniques of hip-hop (Ex, popping, locking, waving, ticking, breaking, free-styling, house, jungle).
- Experiment with the elements of hip-hop.
- Identify and execute proper center exercises and techniques.

- Explore and practice individual performance quality in order to improve confidence in improvisation and freestyle movement choices.

| Evidence of Learning | |
|---|---|
| **Summative Assessment:** | After ten days, students will complete a performance assessment, written assignments, and a test on the material. |
| **Equipment Needed:** | iPad, Projector |
| **Teacher Resources:** | https://www.dance-teacher.com/a-dance-teachers-guide-to-hip-hop-2392327926.html |

**Formative Assessments:**

- Observation
- Quiz
- Journal
- Written Assessments
- Group Work

| Lesson Plans | |
|---|---|
| **Lesson** | **Time Frame** |
| **Lesson 1** Origins of Hip-Hop | 168 minutes/4 days |
| **Lesson 2** Styles of Hip-Hop | 168 minutes /4 days |
| **Lesson 3** Technique and Performance | 84 minutes/2 days |

**Teacher Notes:**

**Curriculum Development Resources/Technology Resources:**

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

http://www.daveyd.com/historyphysicalgrafittifabel.html



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| Lesson Plan 1 Template | | | | | |
|---|---|---|---|---|---|
| Content Area: | Dance | Lesson Title: | Origins of Hip-Hop | Time Frame: | 168 minutes/4 days |

**Lesson Components**

*21st Century Themes*

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

☐ Civic Literacy ☐[X]Health Literacy

*21st Century Skills*

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

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

**Interdisciplinary Connections:** Technology

**Integration of Technology:** Videos will be presented to provide examples of the material.

**Equipment Needed:** iPad, Projector

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Perform a variety of Hip-hop moves, using core principles to support their movement.<br>• Identify key facts of how society has affected Hip-Hop.<br>• Explain the roles of the five pillars of Hip-Hop.<br>• Explore and analyze the significance of the story behind hip-hop. | Lesson Sequence<br>1. Participate in a codified Hip-Hop class.<br>2. Introduce key elements and principles of Hip-Hop.<br>3. Participate in an activity to explore the five pillars.<br>4. Discuss the role that Hip-Hop has in society.<br>5. Complete a reflection on the information learned. | • Perform<br>• Discuss<br>• Writing Assignments |

**Differentiation:** Games will be incorporated to promote synthesis of the material. Use of collaboration for various activities.

**Resources Provided:**

- https://www.bbc.co.uk/programmes/articles/5CWQyWXZ4p7hr6NxG2L5qG9/the-history-of-hip-hop-dance



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| Lesson Plan 2 Template | | | | | |
|---|---|---|---|---|---|
| Content Area: | Dance | Lesson Title: | Styles of Hip-Hop | Time Frame: | 168 minutes /4 days |

**Lesson Components**

*21st Century Themes*

[x] Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

[x] Civic Literacy [x] Health Literacy

*21st Century Skills*

[x] Creativity and Innovation [x] Critical Thinking and Problem Solving ☐ Information Literacy

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

**Interdisciplinary Connections:** Technology

**Integration of Technology:** Videos will be presented to provide examples of the material.

**Equipment Needed:** iPad, Projector, Speaker

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Identify and experiment with the many styles and techniques of Hip-Hop.<br>• Experiment with the elements of Hip-Hop.<br>• Explore and practice individual performance quality to improve confidence in improvisation and freestyle movement choices. | Lesson Sequence<br>1. Assessment on the origins of Hip-Hop.<br>2. Participate in a codified Hip-Hop class.<br>3. Review key elements of dance.<br>4. Introducing the concept of Freestyle.<br>5. Work in groups to research specific styles.<br>6. Present information gathered. | • Written Assignment<br>• Group Work<br>• Performance |

**Differentiation:** Students can have the option for flexible grouping. Goal setting with students based on level.

**Resources Provided:**

- https://www.steezy.co/posts/what-is-hip-hop-dance



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| Lesson Plan 3 Template | | | | | |
|---|---|---|---|---|---|
| Content Area: | Dance | Lesson Title: | Technique and Performance | Time Frame: | 168 minutes /4 days |

**Lesson Components**

*21st Century Themes*

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

[X] Civic Literacy [X]Health Literacy

*21st Century Skills*

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

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

**Interdisciplinary Connections:** Technology

**Integration of Technology:** Videos will be presented to provide examples of the material.

**Equipment Needed:** Speaker, Projector

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Identify and experiment with the many styles and techniques of Hip-Hop.<br>• Identify and execute proper center exercises and techniques.<br>• Explore and practice individual performance quality in order to improve confidence in improvisation and freestyle movement choices. | Lesson Sequence<br>1. Review core principles.<br>2. Practice exercises and steps used in Hip-Hop.<br>3. Perform choreography learned over the course of the unit.<br>4. Assessment on the styles of Hip-Hop dance.<br>5. Use a performance rubric to self-monitor progress. | • Performance<br>• Group Work<br>• Rubric |

**Differentiation:** Varied product and leveled rubrics to match student goals.

**Resources Provided:**

- https://www.fragile.at/easy-hip-hop-dance-moves/



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## Lesson Reflection

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

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

## Curriculum Design Template

| | | | | | |
|---|---|---|---|---|---|
| **Content Area:** | Dance | **Grade Level:** | 9-12 | **Unit Title:** | Hip-Hop |
| **Created:** | Megan Theobald | **Board Approved on:** | Type Here | | |



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| Unit Overview Template | | | | | |
|---|---|---|---|---|---|
| **Content Area:** | Dance | **Grade Level:** | 9-12 | **Unit Title:** | Modern |
| **Unit Summary:** Students will learn about various modern dance principles and choreographers who have impacted Modern dance. Through comparing and contrasting movement styles, students will learn how dance compares to other dance forms. | | | | | |
| **Primary Interdisciplinary Connections:** Language Arts, Technology | | | | | |
| ***21st Century Themes*** *[x]* Creativity and Innovation *[x]* Critical Thinking and Problem Solving ☐ ICT Literacy *[x]*Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy | | | | | |
| **Unit Rationale:** | Modern dance is a style that rejects many of the rigid constraints of ballet and instead focuses on creative self-expression. | | | | |
| **Career Readiness:** | 9.2, 9.4 | | | | |

| Learning Targets | |
|---|---|
| **Standards:** | 1.1, SEL.PK-12.2, SEL.PK-12.4, SEL.PK-12.5, W.AW |
| **Content Statements:** | Anchor Standard 2: Organizing and developing ideas.<br>Anchor Standard 4: Selecting, analyzing, and interpreting work.<br>Core Idea: There are strategies to improve one's professional value and marketability.<br>Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.<br>SEL.PK-12.2: Self-Management<br>SEL.PK-12.4: Responsible Decision-Making<br>SEL.PK-12.5: Relationship Skills<br>Writing Domain |
| **CPI#:** | **Cumulative Progress Indicator (CPI):** |
| 1.1.12acc.Cr2a | Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent. |
| 1.1.12acc.Cr2b | Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement. |
| 1.1.12acc.Pr4a | Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention. |
| 1.1.12acc.Pr4c | Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent. |
| 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. |

| | |
|---|---|
| 9.4.12.TL.1 | Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.). |
| SEL.PK-12.2.3 | Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals |
| SEL.PK-12.4.1 | 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-12.5.5 | Identify who, when, where, or how to seek help for oneself or others when needed |
| W.AW.11-12.1B | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence .B Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |

**Unit Essential Questions:**

- How do dancers work with space, time, and energy to communicate artistic expression?
- What influences choice-making in creating choreography?
- What are the core principles of modern dance?
- Who are some well-known modern dancers and choreographers?
- What is the history of modern dance?
- How can we apply the principles of modern dance and the elements of dance to the creation of choreography?
- How do we critique modern dance?

**Unit Enduring Understandings:**

- The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.
- Space, time, and energy are basic elements of dance.
- Dance can express feelings, emotions, and opinions.
- Words can be a basis for choreography.
- Notable Modern choreographers each have a unique style of movement and expression.
- Modern is a genre that allows for the expression of feelings, opinions, and can be a venue for social change.

**Unit Learning Targets:**

Students will....

- Identify and perform basic modern movements and vocabulary.
- Name, recognize, and discuss well-known modern dancers and choreographers.
- Perform modern choreography sequences.
- Observe and critique footage of a modern dance piece.
- Identify the core principles of modern dance and apply them to student choreography.





| Evidence of Learning | |
|---|---|
| **Summative Assessment:** | After 10 days, students will complete a performance assessment, written assignments, and a test/quiz on the material. |
| **Equipment Needed:** | Speaker, iPad |
| **Teacher Resources:** | "The Art of Dance" by Jacquwline Smith-Autard |

**Formative Assessments:**

- Quiz
- Test
- Performance
- Observation
- Rubric

| Lesson Plans | |
|---|---|
| **Lesson** | **Time Frame** |
| **Lesson 1** History of Modern | 126 minutes/3 days |
| **Lesson 2** Key Principles | 168 minutes/4 days |
| **Lesson 3** Improvisation | 126 minutes/3 days |

**Teacher Notes:**

**Curriculum Development Resources/Technology Resources:**

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

http://www.marthagraham.org/

https://www.dancespirit.com/wide-world-contemporary-dance-2-2326879965.html

https://us.humankinetics.com/blogs/excerpt/understand-movement-preferences-in-modern-dance



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| Lesson Plan 1 Template | | | | | |
|---|---|---|---|---|---|
| Content Area: | Dance | Lesson Title: | History of Modern | Time Frame: | 126 minutes/ 3 days |

**Lesson Components**

*21st Century Themes*

[x] Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

[x] Civic Literacy [x] Health Literacy

*21st Century Skills*

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

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

**Interdisciplinary Connections:** Language Arts, Technology

**Integration of Technology:** Students will read articles to further understand the material.

**Equipment Needed:** iPad, Speaker

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Name and recognize modern dancers and choreographers.<br>• Understand the Historical background of Modern dance.<br>• Identify Modern dance choreography. | Lesson Sequence<br>1. Introducing Modern dance.<br>2. Explain the history and culture associated with Modern dance.<br>3. Participate in a general Modern class.<br>4. Discuss the connections between modern history and movement.<br>5. Complete writing assignments after reading articles about Modern choreographers. | • Discussion<br>• Question and Answer<br>• Performance |

**Differentiation:** Tiered products will allow students to achieve a product at their level.

**Resources Provided:**

- https://artsintegration.com/wp-content/uploads/2015/05/Modern.pdf



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| Lesson Plan 2 Template | | |
|---|---|---|
| Content Area: Dance | Lesson Title: Key Principles | Time Frame: 168 minutes/4 days |

**Lesson Components**

*21st Century Themes*

[x] Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

[x]Civic Literacy [x]Health Literacy

*21st Century Skills*

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

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

**Interdisciplinary Connections:** Language Arts, Technology

**Integration of Technology:** Videos will be presented to provide examples of the material.

**Equipment Needed:** Speaker, iPad, Projector

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Illustrate specific musicality that is often used in Modern dance.<br>• Identify and perform basic modern movements and vocabulary.<br>• Identify the core principles of modern dance and apply them to student choreography. | Lesson Sequence<br>1. Review Modern Dance History.<br>2. Participate in exercises that introduce students to the principles and vocabulary.<br>3. Learn and perform Modern choreography.<br>4. Discuss Modern dance companies. | • Performance<br>• Observation<br>• Discussion |

**Differentiation:** Use of collaboration for various activities.

**Resources Provided:**

- https://www.nytimes.com/2009/11/08/magazine/08cunningham-t.html



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| Lesson Plan 3 Template | | | | | |
|---|---|---|---|---|---|
| Content Area: | Dance | Lesson Title: | Improvisation | Time Frame: | 126 minutes/ 3 days |

**Lesson Components**

*21st Century Themes*

[x] Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

[x] Civic Literacy [x] Health Literacy

*21st Century Skills*

[x] Creativity and Innovation [x] Critical Thinking and Problem Solving ☐ Information Literacy

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

**Interdisciplinary Connections:** Language Arts, Technology

**Integration of Technology:** Internet resources

**Equipment Needed:** Speaker

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Respond appropriately to improvisational prompts and activities.<br>• Create short dance studies based on improvisation.<br>• Execute a variety of locomotor movements with changing shapes, dynamics, and pathways. | Lesson Sequence<br>1. Introduce the elements of improvisation<br>2. Respond to improvisational games and tasks.<br>3. Discuss how improvisation is used in dance.<br>4. In groups, create an improvisational structure.<br>5. Perform the improvisational tasks that were created. | • Discussion<br>• Observation<br>• Group Work<br>• Performance |

**Differentiation:** Varied products and leveled rubrics to match student goals.

**Resources Provided:**

- https://www.danceinforma.com/2022/09/30/ivan-putrovs-men-in-motion-celebrates-10th-anniversary/





## Lesson Reflection

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

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

## Curriculum Design Template

| | | | | | |
|---|---|---|---|---|---|
| **Content Area:** | Dance | **Grade Level:** | 9-12 | **Unit Title:** | Modern |
| **Created:** | Megan Theobald | **Board Approved on:** | Type Here | | |





| Unit Overview Template | | | | | |
|---|---|---|---|---|---|
| **Content Area:** | Dance | **Grade Level:** | 9-12 | **Unit Title:** | Choreography |
| **Unit Summary:** Choreography is a creative and independent journey that entails a detailed process, loose structure, practice, trial, and error. Through movement, exploration, and research, students will learn how to use tools to create their own dance pieces. | | | | | |
| **Primary Interdisciplinary Connections:** Health, Technology | | | | | |
| ***21st Century Themes*** *[x]* Creativity and Innovation *[x]* Critical Thinking and Problem Solving *[x]* ICT Literacy *[x]* Information Literacy *[x]* Life and Career Skills *[x]* Communication and Collaboration ☐ Media Literacy | | | | | |
| **Unit Rationale:** | Each and every dancer is capable of successfully creating interesting and engaging dances with the aid of choreographic tools and materials. | | | | |
| **Career Readiness:** | 9.2, 9.4 | | | | |

| Learning Targets | |
|---|---|
| **Standards:** | 1.1, SEL.PK-12.1, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, 2.2 |
| **Content Statements:** | Anchor Standard 6: Conveying meaning through art.<br>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.<br>Core Idea: There are strategies to improve one's professional value and marketability.<br>Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.<br>SEL.PK-12.1: Self-Awareness<br>SEL.PK-12.3: Social Awareness<br>SEL.PK-12.4: Responsible Decision-Making<br>SEL.PK-12.5: Relationship Skills<br>Core Idea: The quality of feedback from others, self-assessment, as well as effort and repetition influences movement skills, concepts, and performance. |
| **CPI#:** | **Cumulative Progress Indicator (CPI):** |
| 1.1.12acc.Pr6a | Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance. |
| 1.1.12acc.Pr6b | Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals. |
| 1.1.12acc.Pr6c | Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model performance etiquette and performance practices during class, rehearsal, and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance. |

| | |
|---|---|
| 1.1.812acc.Pr6d | Select and organize, alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues. |
| 1.1.12adv.Cn10b | Investigate and present ways in which dance can be used to communicate new perspectives and/or realizations about global issues, including global warming. |
| 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. |
| 9.4.12.TL.1 | Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.). |
| SEL.PK-12.1.3 | Recognize one's personal traits, strengths and limitations |
| SEL.PK-12.3.3 | Demonstrate an understanding of the need for mutual respect when viewpoints differ |
| SEL.PK-12.4.2 | Identify the consequences associated with one's actions in order to make constructive choices |
| SEL.PK-12.5.2 | Utilize positive communication and social skills to interact effectively with others |
| 2.2.12.MSC.3 | Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). |

**Unit Essential Questions:**

- What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?
- How does dance deepen our understanding of ourselves, other knowledge, and events around us?
- How do choreographers use different elements to create unique dance pieces?
- How can we incorporate the styles of dance we have learned throughout the year and make them "our own?"
- What styles of dance have influenced our choreography?

**Unit Enduring Understandings:**

- Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between the performer, production elements, and the audience that heightens and amplifies artistic expression.
- As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.
- Choreography is a process. Similar to writing a research paper, there are many steps to complete and ongoing revisions to apply before reaching the final product.
- Dance develops the body and mind as creative and expressive instruments
- Improvisation and choreography are important in the expression of higher-level thinking and problem-solving.

**Unit Learning Targets:**

- Select themes, discuss and plan, and develop movement in collaboration with peers, in partners, and in small groups.

- Create a short dance with peers, incorporating several movement phrases with a beginning, middle, and end.
- Use unison movement in different directions and spatial paths.
- Make choices based on simple choreographic structures such as AB, ABA, canon, theme, and variation.
- Rehearse, evaluate, revise, and edit a dance in collaboration with peers.

| Evidence of Learning | |
|---|---|
| **Summative Assessment:** | After twelve days, students will complete quizzes, a group project, and performance assessments. |
| **Equipment Needed:** | Speaker, Projector |
| **Teacher Resources:** | Improvisation Task Cards |

**Formative Assessments:**

- Rubric
- Observation
- Quiz
- Group Work
- Group Discussions
- Journal Entries
- Test

| Lesson Plans | |
|---|---|
| **Lesson** | **Time Frame** |
| **Lesson 1** How are Dances made? | 126 minutes/3 days |
| **Lesson 2** Use stimuli as Inspiration? | 126 minutes/3 days |
| **Lesson 3** Choreography Project | 168 minutes/4 days |

**Teacher Notes:**

**Curriculum Development Resources/Technology Resources:**

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

- http://www.youtube.com/watch?v=kbyBrCOPeBE
- http://www.artsalive.ca/en/dan/make/index.asp



SPRINGFIELD PUBLIC SCHOOLS

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

| Lesson Plan 1 Template | | | |
|---|---|---|---|
| Content Area: Dance | Lesson Title: How are Dances made? | Time Frame: 126 minutes/ 3 days | |

**Lesson Components**

*21st Century Themes*

[x] Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

[x] Civic Literacy [x] Health Literacy

*21st Century Skills*

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

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

**Interdisciplinary Connections:** Health, Technology

**Integration of Technology:** Videos of professionally choreographed work will be shown.

**Equipment Needed:** Speaker, iPad, Projector

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Describe and apply choreographic devices, structures, and elements to improvisation and choreography.<br>• Compose a personal dance journal to help plan and remember choreography.<br>• Select themes, discuss and plan, and develop movement in collaboration with peers, in partners, and small groups. | Lesson Sequence<br>1. Introduce key methods of choreography.<br>2. Watch videos to gain an awareness of how choreographic tools are used.<br>3. Participate in an improvisational task.<br>4. Work with peers to create choreography.<br>5. Use rubrics and sentence starters to provide feedback.<br>6. Journal/ document choreography. | • Observation<br>• Discussion<br>• Group Work<br>• Check List |

**Differentiation:** Think-Pair-Share to share ideas. Varied journal prompts for the journal entry.

**Resources Provided:**

- https://www.pablopicasso.org/picasso-paintings.jsp
- http://freemusicarchive.org/genre/Jazz/



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| Lesson Plan 2 Template | | | |
|---|---|---|---|
| Content Area: Dance | Lesson Title: Use Stimuli as Inspiration? | Time Frame: 126 minutes/ 3 days | |

**Lesson Components**

*21st Century Themes*

[x] Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

[x] Civic Literacy [x] Health Literacy

*21st Century Skills*

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

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

**Interdisciplinary Connections:** Health, Technology

**Integration of Technology:** Students will use music playlists as stimuli for movement.

**Equipment Needed:** iPad

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Discover and decide how to communicate feelings and ideas through their own movement.<br>• Create a short dance with peers, incorporating several movement phrases with a beginning, middle, and end.<br>• Use unison movement in different directions and spatial paths. | Lesson Sequence<br>1. Observe dance pieces and discuss the possible intention behind the piece.<br>2. Research and brainstorm ideas to create a dance - for example, global warming, climate change, current events, natural disasters, ect.<br>3. Use various stimuli to evoke movement.<br>4. In groups, use stimuli to create movement.<br>5. Discuss the importance of inspiration in choreography. | • Observation<br>• Question and Answer<br>• Performance<br>• Group Work |

**Differentiation:** Students can have the option for flexible grouping. Goal setting with students based on level.

**Resources Provided:**

- https://www.pablopicasso.org/picasso-paintings.jsp
- http://freemusicarchive.org/genre/Jazz/



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| Lesson Plan 3 Template | | | |
|---|---|---|---|
| Content Area: Dance | Lesson Title: Choreography Project | Time Frame: 168 minutes/ 4 days | |

**Lesson Components**

*21st Century Themes*

[x] Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

[x] Civic Literacy [x] Health Literacy

*21st Century Skills*

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

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

**Interdisciplinary Connections:** Health, Technology

**Integration of Technology:** iPad, Audio player

**Equipment Needed:** Camera, iPad, Projector

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Perform a short dance with peers, incorporating several movement phrases with a beginning, middle, and end.<br>• Use unison movement in different directions and spatial paths.<br>• Rehearse, evaluate, revise, and edit a dance in collaboration with peers.<br>• Provide feedback after observing and analyzing dance pieces. | Lesson Sequence<br>1. Work in groups to revise and edit dance pieces.<br>2. Review the rubric and guidelines for dance projects.<br>3. Discuss choreographic devices that can be used to add variety to movement.<br>4. Finish creating dance pieces.<br>5. Perform choreography pieces.<br>6. Use a rubric to evaluate pieces. | • Observation<br>• Performance<br>• Group Discussion<br>• Self/Peer-reflection |

**Differentiation:** Varied journal prompts for the journal entry.

**Resources Provided:**

- https://books.google.com/books?id=hV2hAwAAQBAJ&pg=PT109&lpg=PT109&dq=choreographic+devices+worksheet&source=bl&ots=h_MKfehtVe&sig=ACfU3U0s51DYxphtIqcRVP_7nMcWg8vVuQ&hl=en&sa=X&ved=2ahUKEwiR_9COhb_jAhWtc98KHRb_Ac44ChDoATADegQIBxAB#v=onepage&q=choreographic%20devices%20worksheet&f=false



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## Lesson Reflection

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

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

## Curriculum Design Template

| | | | | | |
|---|---|---|---|---|---|
| **Content Area:** | Dance | **Grade Level:** | 9-12 | **Unit Title:** | Choreography |
| **Created:** | Megan Theobald | **Board Approved on:** | Type Here | | |



**SPRINGFIELD PUBLIC SCHOOLS**

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

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

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

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



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# Accommodations and Modifications for ESL Students

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

Springfield Public Schools

*Cultivating compassionate and extraordinary learners!*

# What Does the Gifted and Talented Experience Look Like?

*Springfield Public Schools*

## Mission Statement

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

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

## Goals:

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

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

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

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

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

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

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

## Early Childhood Center
## Edward V. Walton

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

## Elementary Schools
## James Caldwell
## Thelma L. Sandmeier

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

*Strategies and Practices that Support Gifted and Talented Students*

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

## Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

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

## Gifted and Talented Program Identification Matrix

**Minimum Score Required for Consideration: 14 Points**

| 1 Point | 2 Points | 3 Points |
|---|---|---|
| Cogat Assessment<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 Level | iReady Math Assessment<br>On Grade Level | iReady Math Assessment<br>½ Year + Above Current Level |
| IReady ELA<br>On Grade Level | IReady ELA<br>½ Year Above Current Level | IReady ELA<br>One Full Grade Level + 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://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.

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<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 Level | iReady Math Assessment<br>On Grade Level | iReady Math Assessment<br>½ Year + Above Current Level |
| IReady ELA<br>On Grade Level | IReady ELA<br>½ Year Above Current Level | IReady ELA<br>One Full Grade Level + 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://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.