Springfield Public Schools
Springfield, New Jersey 07081

Dance II
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

Curriculum Developed By:

Dr. Norman Francis ~ Principal of Jonathan Dayton High School

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

Megan Theobald ~Teacher



SPRINGFIELD PUBLIC SCHOOLS

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

Unit Overview Template					
Content Area:	Dance	**Grade Level:**	9-12	**Unit Title:**	Meaning of Dance

Unit Summary: Students begin by exploring how dance communicates meaning and connects to health and well-being. They understand themselves as dancers through learning how to take a dance class, then move on to sound body mechanics and how they apply to basic dance elements and principles. These are the foundations of dance styles and techniques. Students apply these principles to exploring their own expression, while communicating with others through the dance art form.

Primary Interdisciplinary Connections: Technology, Language Arts

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 allow students to continue development of skills that strive toward a higher proficiency in dance performance and creativity.
Career Readiness:	9.2, 9.4

Learning Targets	
Standards:	1.1, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.5, W.RW
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 7: Perceiving and analyzing products. Core Idea: There are strategies to improve one's professional value and marketability. 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. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.5: Relationship Skills 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.Re7a	Use genre-specific dance terminology to analyze dance works, recurring patterns of movement, and their relationships that create structure and meaning in dance.
1.1.12acc.Re7b	Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices, and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance 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-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with 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 a dance understood?
- Where do choreographers get ideas for dances?
- Does dance have meaning?
- How can an audience member analyze a dance piece?
- How can we communicate our thoughts about a dance piece?
- How do emotions and other life experiences influence a dance?

Unit Enduring Understandings:

- Dance is perceived and analyzed to comprehend its meaning.
- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- Observe and explain how personal experience can influence the individual interpretation of a movement.
- Recognize and communicate abstract ideas through movement.
- Identify and conclude the distinguishing moment when movement becomes dance.

Unit Learning Targets:

Students will....

- Identify what dance means to them personally, and begin to learn about themselves as dancers through daily physical and reflective practice.
- Develop an appreciation for the range of dance in various cultures and historical periods through videotape, viewing live performance, research, and discussion.
- Develop a working knowledge of fundamental dance elements, principles of technique, and compositional forms.
- Make connections to other art forms.

Evidence of Learning	
Summative Assessment:	After 10 days, students will complete a performance and written assessment to analyze their growth.
Equipment Needed:	Speaker, Paper, Markers
Teacher Resources:	Performance videos, Chart Paper, Articles

Formative Assessments:

- Observations
- Discussions
- Written assignments
- Quizzes
- Group Work

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Movement Scores	168 minutes/4 days
Lesson 2 Dance and Emotions	126 minutes/3 days
Lesson 3 Poetry in Motion	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.weteachnyc.org/resources/resource/haiku-choreography-unit/?collection_id=841

https://pointemagazine.com/finding-purpose-and-power-in-ballet/#gsc.tab=0



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Lesson Plan 1 Template					
Content Area:	Dance	Lesson Title:	Movement Scores	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: Language Arts, Technology

Integration of Technology: Videos may be used to provide examples of the content.

Equipment Needed: iPad, Projector, Paper, Markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Observe and explain how personal experience can influence the individual interpretation of a movement. • Recognize and communicate abstract ideas through movement. • Create and perform a movement score.	Lesson Sequence 1. Watch a video and answer questions about the meaning of a piece. 2. Discuss how to analyze the meaning of a dance. 3. Introduce movement scores and read examples. 4. In groups, create a movement score. 5. Discuss the difference between abstract and literal pieces. 6. Use scores for inspiration. 7. Perform dance pieces inspired by the score.	• Discussion • Written Assignments • Group Work • Observation • Performance

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

Resources Provided: Performance videos, Chart Paper, Articles



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Lesson Plan 2 Template					
Content Area:	Dance	Lesson Title:	Dance and Emotions	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: Language Arts, Technology

Integration of Technology: Internet resources may be used to inspire movement or feeling.

Equipment Needed: iPad

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Observe and explain how personal experience can influence the individual interpretation of a movement. • Describe how movement relates to feelings. • Choreograph a dance that communicates a feeling. • Explain their intentions of their choreography.	Lesson Sequence 1. Introduce the connection between artistic choice and purpose, and emotion. 2. Guide students in an exercise to practice communicating an emotion with movement and shape. 3. Choreograph a dance that communicates a specific emotion to the audience. 4. Perform and reflect on creating a dance centred around emotions.	• Observation • Group Work • Performance • Written Reflection

Differentiation: Use of collaboration for various activities.

Resources Provided: Performance videos, Chart Paper, Articles



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Lesson Plan 3 Template					
Content Area:	Dance	Lesson Title:	Poetry in Motion	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: Poems will be printed for students to use in class.

Equipment Needed: iPad

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use descriptive words to influence their movement qualities. • Read and interpret poetry. • Develop choreography based on their interpretations. • Students will reflect on their choreographic process and participate in a discussion.	Lesson Sequence 1. Interpret the meaning of a poem as a class. 2. Use emotions and situations as improvisational tasks. 3. Read a poem in groups and discuss how to use movement to represent the meaning. 4. Create choreography based on the poem. 5. Perform choreography and reflect on their interpretations.	• Discussion • Observation • Performance • Group Work

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

Resources Provided: Performance videos, Chart Paper, Articles



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:**	Meaning of Dance
Created:	Megan Theobald	**Board Approved on:**	Type Here		



Unit Overview Template					
Content Area:	Dance	**Grade Level:**	9-12	**Unit Title:**	Modern and Ballet Concepts
Unit Summary: Students will develop and demonstrate applied principles of anatomy, dance terms, and technique to initiate movement and ensure safe use of the body. Students will refine all main dance technique areas and specific dance vocabulary related to Modern and Ballet.					
Primary Interdisciplinary Connections: Language Arts, Technology					
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 complex dance technique concepts that are crucial to developing dance artistry.				
Career Readiness:	9.2, 9.4				

Learning Targets	
Standards:	1.1, SEL.PK-12.1, SEL.PK-12.2, W.AW
Content Statements:	Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Core Idea: There are strategies to improve one's professional value and marketability. 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. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management Writing Domain

CPI#:	Cumulative Progress Indicator (CPI):
1.1.12prof.Pr5a	Evaluate and apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices that are essential for the dancer.
1.1.12prof.Pr5c	Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space.
1.1.12prof.Pr5e	Demonstrate style/genre-specific vocabulary and codified movements with style/genre-specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation, and body sequencing.
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-12.1.1	Recognize one's feelings and thoughts
SEL.PK 12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK 12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
W.AW.11–12.1.A	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Unit Essential Questions:

- How is the body used as an instrument for technical and artistic expression?
- Why do advanced dancers still work on technique?
- Why does knowing dance terms and history make me a better dancer?
- What are the basic Ballet and Modern vocabulary?
- How are Ballet and Modern techniques similar and different?

Unit Enduring Understandings:

- The way the body is developed, the execution of movement, and the movement quality vary in different dance styles, genres, and traditions.
- Technique is the continuous development of skills that strive toward a higher proficiency in performance and creativity.
- Knowledge of dance terminology and history is important for communication.
- How do major historical events prompt the creation of art?

Unit Learning Targets:

Students will....

- Perform a modern and ballet dance piece that encompasses intermediate technical skills.
- Self- and peer-critique performances through a reflective lens to improve their performance.
- Demonstrate rhythm and timing during movement.
- Understand dance injuries, prevention, and treatment measures.
- Learn the structure of a dance class warm-up based upon sound anatomical and physiological principles.

Evidence of Learning	
Summative Assessment:	After fifteen days, students will complete performance and written assignments, as well as complete a project.
Equipment Needed:	iPads, Projector
Teacher Resources:	https://www.danceadvantage.net/alignment-refresher/ https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/media-and-interactives/media/dance/ballet-basics/

Formative Assessments:

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

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Modern Principles	210 minutes/5 days
Lesson 2 Ballet Principles	210 minutes/5 days
Lesson 3 Dance Pioneer Project	210 minutes/5 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

https://www.alvinailey.org

https://www.ballethispanico.org/images/Elements%20of%20Dance.pdf

https://pbt.org/community/resources-audience-members/ballet-101/basic-ballet-positions/

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

https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/media-and-interactives/media/dance/dancing-to-different-rules/



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Lesson Plan 1 Template					
Content Area:	Dance	Lesson Title:	Modern Principles	Time Frame:	210 minutes/5 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: Projector for content-supported videos.

Equipment Needed: Speaker, Projector, iPad

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Apply the correct usage of anatomical principles to perform Modern dance. • Perform a memorized routine. • Identify and explain various techniques in modern dance. • Demonstrate mastery in body mechanics.	Lesson Sequence 1. Review modern history and discuss various styles of Modern dance. 2. Perform Modern-based exercises while implementing important principles. 3. Learn and perform Modern choreography. 4. Self-critique performance using a checklist/ rubric. 5. Discuss the importance of self-critique.	• Observation • Performance • Discussion • Rubric

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

Resources Provided:

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



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Lesson Plan 2 Template					
Content Area:	Dance	Lesson Title:	Ballet Principles	Time Frame:	210 minutes/5 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: Projector for content-supported videos

Equipment Needed: Speaker, Projector, iPad

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Students will perform a ballet routine that encompasses intermediate technical skills. • Apply the correct usage of anatomical principles to perform ballet movement. • Perform a memorized routine. • Identify and explain ballet vocabulary.	Lesson Sequence 1. Review basic ballet history. 2. Discuss the principles and structure of a Ballet class. 3. Perform Ballet exercises implementing core principles. 4. In groups, work on specific mechanics. 5. Perform Ballet choreography. 6. Quiz on vocabulary.	• Observation • Discussion • Performance • Quiz

Differentiation: Goal setting with students based on level.

Resources Provided:

- https://www.danceadvantage.net/
- https://pbt.org/community/resources-audience-members/ballet-101/basic-ballet-positions/



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Lesson Plan 3 Template					
Content Area:	Dance	Lesson Title:	Dance Pioneer Project	Time Frame:	210 minutes/5 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: iPads will be used to research choreographers.

Equipment Needed: Speaker, iPad, Project

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify terminology and history from Ballet and Modern technique. • Perform a modern and ballet dance piece that encompasses intermediate technical skills. • Research and present information gathered about a Modern or Ballet choreographer.	Lesson Sequence 1. Perform Ballet and Modern exercises. 2. Complete self-evaluation of performance. 3. Introduce the Pioneer Project. 4. Research information about the choreographer they are assigned. 5. Create a PowerPoint and a written assignment with the information gathered. 6. Present project.	• Observation • Check List • Rubric • Discussion

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

Resources Provided:

- Dance NJ Worksheets
- https://www.nycballet.com/
- https://artsintegration.com/wp-content/uploads/2015/05/Modern.pdf



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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 connections 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 and Ballet Concepts

Created: Megan Theobald **Board Approved on:** Type Here



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Unit Overview Template					
Content Area:	Dance	**Grade Level:**	9-12	**Unit Title:**	Laban Movement Analysis
Unit Summary: In this unit, students will learn the language of dance, the symbolic (written) language of dance. Laban Movement Analysis (LMA) is a method and language for describing, visualizing, interpreting, and documenting all varieties of human movement. While the concepts Laban articulated are very helpful in creating and observing dance, they are also incredibly useful while acting.					
Primary Interdisciplinary Connections: Health, Language Arts, Technology					
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:	Dancers use the Language of Dance (LOD) to have a deeper understanding of the elements of the dance.				
Career Readiness:	9.2, 9.4.				

Learning Targets	
Standards:	1.1, SEL.PK-12.1, SEL.PK-12.2, W.AW, W.IW, W.RW, 2.2
Content Statements:	Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Core Idea: There are strategies to improve one's professional value and marketability. 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. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management Writing Domain 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.Re7a	Use genre-specific dance terminology to analyze dance works, recurring patterns of movement, and their relationships that create structure and meaning in dance.
1.1.12acc.Re7b	Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.
1.112 acc.Cn10b	Collaboratively investigate global issues, including climate change, to inform the development of an original dance project.

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-12.1.1	Recognize one's feelings and thoughts
SEL.PK 12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK 12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
W.AW.11–12.1.A	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.IW.11–12.2.D	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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.
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:

- How is a dance understood?
- What is LMA, and how does it connect to dance?
- How do the movement symbols support choreography and improvisation?
- What is the language of Dance (LOD)?
- What does each symbol mean, and how can we use it to document and plan dances?
- How can we use LMA to dissect and talk about the elements of dance?
- How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Unit Enduring Understandings:

- Dance is perceived and analyzed to comprehend its meaning.
- LMA is used to document and create dance.
- Each symbol in the movement alphabet represents a different move.
- The principles of LMA directly relate to the elements of dance.
- Laban Movement Analysis is used to observe and analyze movement.

- As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.

Unit Learning Targets:

Students will....

- Decode the Language of Dance.
- Discuss how LMA is used in dance
- Identify key vocabulary that is used in LMA.
- Understand the history and growth of Laban's work over time.
- Analyze dance pieces by using the LMA perspective.
- Document dance phrases using the Language of Dance symbols.

Evidence of Learning	
Summative Assessment:	After ten days, students will complete performance assessments and the written response assignment.
Equipment Needed:	Speaker, iPad
Teacher Resources:	https://www.lodc.org/what-is-lod

Formative Assessments:

- Rubric
- Quiz
- Observation
- Group work
- Presentation

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Symbols	126 minutes/3 days
Lesson 2 Movement Sentences	168 minutes/4 days
Lesson 3 Nature Dance	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://guides.lib.jmu.edu/c.php?g=1329766&p=10261512#s-lg-box-32336946

https://www.dancenotation.org/labanotation-fundamentals/



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 1 Template					
Content Area:	Dance	Lesson Title:	Symbols	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, Language Arts, Technology

Integration of Technology: The LMA website will be used to analyze movement phrases.

Equipment Needed: Speaker, iPad, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Decode the Language of Dance. • Identify various symbols and explain their meaning. • Discuss how LMA is used in dance • Identify key vocabulary that is used in LMA.	Lesson Sequence 1. Introduce the Language of Dance and explain its role. 2. Participate in a game that incorporates the movement symbols. 3. Complete movement phrases and document phrases with LOD. 4. Watch a video and use the symbols to document the dance.	• Discussions • Written Assignments • Observation

Differentiation: Games will be incorporated to promote synthesis of the material.

Resources Provided:

- https://www.lodc.org/what-is-lod
- http://dancenotation.org/



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 2 Template					
Content Area:	Dance	Lesson Title:	Movement Sentences	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: Health, Language Arts, Technology

Integration of Technology: iPads may be used to document movement phrases.

Equipment Needed: iPads, Projector, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Develop movement sentences using the LOD symbols. • Identify key vocabulary that is used in LMA. • Understand the history and growth of Laban's work over time. • Analyze dance pieces by using the LMA lens. • Perform movement scores that were created by LOD symbols.	Lesson Sequence 1. Review LOD symbols. 2. Discuss the history of Laban and how it has impacted dance. 3. Create/document movement sentences. 4. Interpret movement sentences through improvisation and choreography. 5. In groups, share movement sentences and interpret the meaning.	• Discussion • Observation • Written Assignments • Performance

Differentiation: Use of collaboration for various activities.

Resources Provided:

- https://pdfs.semanticscholar.org/24cb/824352757c99653b4b206690ac3499471624.pdf



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 3 Template			
Content Area: Dance	Lesson Title: Nature Dance	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: Health, Language Arts, 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: • Work collaboratively on creating original choreography. • Experience creative movement and chance dance. • Create multiple original dances instantly. • Develop movement sentences using the LOD symbols.	Lesson Sequence 1. Discuss current natural global issues (global warming, climate change, tornadoes, hurricanes, blizzards) 2. Discuss how we can use movement sentences to create movement that is inspired by nature. (Which movement sentence feels the most like a hurricane?) 3. Use movement sentences to create a dance inspired by nature. 4. Reflect on the experience of creating a dance.	• Written Assignment • Group Work • Performance

Differentiation: Goal setting with students based on level. Use of collaboration for various activities.

Resources Provided:
https://www.dancenotation.org/labanotation-fundamentals/
https://science.nasa.gov/climate-change/what-is-climate-change/



SPRINGFIELD PUBLIC SCHOOLS

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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:**	Laban Movement Analysis
Created:	Megan Theobald	**Board Approved on:**	Type Here		



Unit Overview Template					
Content Area:	Dance	**Grade Level:**	9-12	**Unit Title:**	Salsa

Unit Summary: In this unit, students will discover the rhythms and various styles through class discussion and application by participating in routine Salsa dance exercises and combinations. Students will be able to define and identify the similarities between other styles and Salsa dance steps. Demonstrate Salsa terminology, basic positions of the feet, and basic positions of the body and rhythmic movement across the floor and in small groups and partnering.

Primary Interdisciplinary Connections: Health, Language Arts, Technology

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:	Students will understand the history and culture behind Salsa dance and use the information gathered to examine the style's movement through videos, practice of the technique, and through performance experiences.
Career Readiness:	9.2, 9.4

Learning Targets	
Standards:	1.1, SEL.PK-12.1, SEL.PK-12.3, W.AW, W.IW, W.RW, 2.2
Content Statements:	Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. SEL.PK-12.1: Self-Awareness SEL.PK-12.3: Social Awareness Writing Domain 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.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-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
W.AW.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.IW.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic
W.RW.11-12.7	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes ,and audiences.
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:

- How does dance deepen our understanding of ourselves, other knowledge, and events around us?
- What countries are Latin dance styles from?
- What is the body and leg placement in Salsa, and how is it similar to movements found in other styles of Dance?
- What do you define as proper body placement in Salsa dance?
- How does learning a variety of movement styles benefit the dancer?
- How does knowing about societal, cultural, historical, and community experiences expand dance literacy?

Unit Enduring Understandings:

- As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.
- Salsa is a Latin dance form that is inspired by history, music, and culture.
- Various countries have been inspired by Salsa dance.
- Salsa dance requires a specific posture and can be done individually or with a partner.
- Salsa can be improvised or choreographed depending on the venue.
- Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.



Unit Learning Targets:

Students will....

- Use video clips as examples of the dance form to gain a visual perspective of the style.
- Discuss and describe the movement, history, and culture of Salsa dance.
- Identify the key terminology that is most important in the Salsa dance form and work on applying and embodying the content through set dance phrases.

Evidence of Learning	
Summative Assessment:	After 10 days, students will complete a performance assessment, written assignments, and a quiz on the material.
Equipment Needed:	Speaker, iPad, Projector
Teacher Resources:	http://www.dancefacts.net/dance-history/history-of-salsa

Formative Assessments:

- Rubric
- Quiz
- Observation
- Group work
- Presentation

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 History of Salsa	168 minutes/4 days
Lesson 2 Improvisation with Salsa	168 minutes/4 days
Lesson 3 Perform Salsa	84 minutes/2 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

https://www.centralhome.com/ballroomcountry/salsa.htm

https://www.youtube.com/watch?v=4f43QcdSMuU



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Lesson Plan 1 Template					
Content Area:	Dance	Lesson Title:	History of Salsa	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: Health, Language Arts, Technology

Integration of Technology: Students will view and respond to videos online

Equipment Needed: iPad, Projector, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand how terminology, partnering, and the culture of Salsa dance relate to the movement. • Identify basic partnering principles that are necessary to embody Salsa. • Apply key terminology through set dance phrases.	Lesson Sequence 1. Introduce the history and culture of Salsa dance. 2. Watch videos and analyze the origins of the movement. 3. Read an article about the progression of Salsa and discuss the information. 4. Participate in dance exercises that incorporate the principles of Salsa. 5. Introduce how to dance with a partner 6. Write a reflection after practicing Salsa steps.	• Performance • Discussion • Journal

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

Resources Provided:

- https://www.centralhome.com/ballroomcountry/salsa.htm
- https://www.youtube.com/watch?v=4f43QcdSMuU



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Lesson Plan 2 Template					
Content Area:	Dance	Lesson Title:	Improvisation with Salsa	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: Health, Language Arts, Technology

Integration of Technology: Students will view and respond to videos online.

Equipment Needed: iPad, Projector, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Students will apply partnering principles to the choreography that is presented to them. • Students will be able to identify the key terminology that is most important in Salsa.	Lesson Sequence 1. Review terminology, basic history, and social concepts that are key to Salsa dance. 2. Discuss the role that music plays in Salsa dance. 3. Watch videos of improvised Salsa. 4. Discuss the differences between performing Salsa socially and competitively. 5. Practice improvised Salsa.	• Discussion • Observation • Written Assignments • Performance

Differentiation: Use of collaboration for various activities.

Resources Provided:

- https://www.centralhome.com/ballroomcountry/salsa.htm
- https://www.youtube.com/watch?v=4f43QcdSMuU



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 3 Template					
Content Area:	Dance	Lesson Title:	Perform Salsa	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 [x] Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health, Language Arts, Technology

Integration of Technology: Students may view videos online.

Equipment Needed: iPad, Projector, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Synthesize all aspects of Salsa to choreography and perform a piece to the class. • Observe and evaluate their peers' work by using an assessment criterion. • Categorize the ideas by history, culture, music, and movement terminology. • Perform Salsa choreography while using core principles and techniques.	Lesson Sequence 1. Reflect on their process of learning a new dance form. 2. Practice Salsa movement exercises. 3. Create movement patterns to add to choreography. 4. Perform Salsa pieces and explain their process. 5. Use a rubric to evaluate each group. 6. Participate in a discussion that will recap the unit.	• Peer-evaluations • Observations • Performance

Differentiation: Tiered products will allow students to achieve a product at their level. Students can have the option for flexible grouping.

Resources Provided:

- https://www.centralhome.com/ballroomcountry/salsa.htm
- https://www.youtube.com/watch?v=4f43QcdSMuU



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Dance	**Grade Level:**	9-12	**Unit Title:**	Salsa
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



SPRINGFIELD PUBLIC SCHOOLS

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

Accommodations and Modifications for ESL Students

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

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

What Does the Gifted and Talented Experience Look Like?

Springfield Public Schools

Mission Statement

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

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

Goals:

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

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

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

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

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

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

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

Early Childhood Center
Edward V. Walton

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

Elementary Schools
James Caldwell
Thelma L. Sandmeier

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

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

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

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

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

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

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

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

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

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

NJDOE Fast Facts

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

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Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
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- Project M3: Mentoring Mathematical Minds
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- Borenson Hands on Equations
- BizWorld
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- 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.

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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.

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