

Springfield Public Schools
Springfield, New Jersey 07081

Digital Photography
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
Asst. Superintendent of Curriculum and Instruction

Curriculum Developed By:

Dr. Norman Francis ~ Principal

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

Jaclene Santone ~ Teacher



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY SKILLS

Unit Overview Template					
Content Area:	Visual Arts	**Grade Level:**	9-12	**Unit Title:**	Intro to Photography
Unit Summary: This unit is designed to develop an understanding of the history of photography and the origins of color photography. Students will also learn proper camera use, the various types of cameras, and how to upload and store photos to their computer.					
Primary Interdisciplinary Connections: Career Education, Technology					
21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	This unit gives the students knowledge in the history of photography and basic knowledge of the camera and its usage. Students will also learn how to upload and store the photos on their computer. These are procedures they will follow on a daily basis.				
Career Readiness: 9.2, 9.4					

Learning Targets	
Standards:	1.5, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4
Content Statements:	Anchor Standard 6: Conveying meaning through art. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Core Idea: This standard outlines key literacies and technical skill,s such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making
CPI#:	**Cumulative Progress Indicator (CPI):**
1.5.12.acc.Pr6a	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions, and history may influence personal responses to art.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
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-12.4.1	Develop, implement and model effective problem solving and critical thinking skills.

Unit Essential Questions:

- How are artworks cared for and by whom?
- What criteria, methods, and processes are used to select work for preservation or presentation?
- Why do people value objects, artifacts, and artworks, and select them for presentation?
- What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?
- How does art help us understand the lives of people from different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Unit Enduring Understandings:

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Objects, artifacts, and artworks collected, preserved, or presented by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences, resulting in the cultivation of appreciation and understanding.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Unit Learning Targets:

Students will....

- Gain an understanding of the history of photography.
- Compare and contrast photography as an art form.
- Identify the different types of digital cameras and lenses.
- Upload, store, and organize their photos on their computer.



Evidence of Learning
Summative Assessment: 1 day **Equipment Needed:** Various textbooks, digital camera, computer **Teacher Resources:** Various textbooks, computer, and internet access
Formative Assessments: • Class Participation • Observation • Oral Questioning • Written Test • Performance Objectives • Photo assignments

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 History of Photography	2 Days
Lesson 2 Types of Cameras	2 Days
Lesson 3 Proper Camera Use	5 Days
Teacher Notes:	
Curriculum Development Resources/Technology Resources: Click the links below to access additional resources used to design this unit: https://digital-photography-school.com https://www.youtube.com https://photographylife.com http://www.mir.com.my/rb/photography	



SPRINGFIELD PUBLIC SCHOOLS

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Lesson Plan 1 Template					
Content Area:	Visual Arts	Lesson Title:	History of Photography	Time Frame:	2 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Education, Technology

Integration of Technology: http://inventors.about.com/od/pstartinventions/a/stilphotography.htm

Equipment Needed: Computer, Projector, Digital Camera, Card Reader

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand the history of photography and its impact on society.	**Lesson Sequence** 1. Students will use text and the internet to answer questions on a worksheet. 2. Students will discuss as a class the impact photography has on society. 3. Students will discuss careers linked to photography.	• Worksheet • Class Discussion

Differentiation: Students will work independently on text and online, then discuss as a group.

Resources Provided:

- Teacher-generated notes
- *Exploring Photography* text
- Student iPad
- Projector
- http://inventors.about.com/od/pstartinventions/a/stilphotography.htm



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Lesson Plan 2 Template			
Content Area: Visual Arts	Lesson Title: Types of Cameras		Time Frame: 2 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Education, Technology

Integration of Technology: Digital camera and projector, online resources

Equipment Needed: Digital camera, card reader, computer, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Compare and contrast the pros and cons of a professional digital SLR, point and shoot, and a bridge camera.	**Lesson Sequence** 1. Students will see examples of each camera. 2. Class will discuss the pros and cons of each camera. 3. Students will research functions, features, and current prices for each type of camera.	• Participation • Oral questioning • Written research report
Differentiation: Students will work independently on text and on-line, then discuss as a group.		
Resources Provided: • Teacher-generated notes • *Exploring Photography* text		



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Lesson Plan 3 Template			
Content Area: Visual Arts	Lesson Title: Proper Camera Use		Time Frame: 5 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Education, Technology

Integration of Technology: Digital Camera, photo editing software

Equipment Needed: Digital Camera, card reader, projector, computers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify the basic parts of a camera. • shoot pictures. • Upload and begin minor editing of their photos.	**Lesson Sequence** 1. Lecture with/ handout on basic camera parts and functions. 2. Students will take multiple photos in the form of a scavenger hunt. 3. Students will upload photos to the computer and make minor adjustments with photo editing software. 4. Be able to organize and hand in photos digitally through an in-house network.	• Oral Questioning • Written Assessment • Visual Evaluation • Performance Assessment
Differentiation: Teacher demonstration and lecture, student independent research, student hands-on activity.		
Resources Provided: • Teacher-generated handout • *Exploring Photography* text • Editing software		



Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Visual Arts	**Grade Level:**	9-12	**Unit Title:**	Intro to Photography
Created:	Jaclene Santone	**Board Approved on:**	Type Here		



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Unit Overview Template					
Content Area:	Visual Arts	**Grade Level:**	9-12	**Unit Title:**	Manual Camera Settings

Unit Summary: This unit is designed to help students develop a more in-depth understanding of composition, camera modes, and manual camera settings.

Primary Interdisciplinary Connections: Career Education, Technology

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

Unit Rationale: This unit gives the students an advanced understanding of manual camera settings and elements of composition. This allows the students to go from amateur photographers to enthusiasts and advanced photographers. This unit will help them improve the arrangement of their photos.

Career Readiness: 9.2, 9.4

Learning Targets	
Standards:	1.5, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 3: Refining and completing products. Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: This standard outlines key literacies and technical skill,s such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making
CPI#:	**Cumulative Progress Indicator (CPI):**
1.5.12.prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12.acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12.acc.Cr3a	Engage in constructive critique from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works or art and design in progress.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content, and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
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-12.4.1	Develop, implement, and model effective problem-solving and critical thinking skills.

Unit Essential Questions:

- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Unit Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Unit Learning Targets:

Students will....

- Gain an understanding of landscape, portrait, and action modes.
- Gain an understanding of the elements of composition and incorporate them into photos.
- Use manual settings such as shutter speed, aperture, focus and zoom.

Evidence of Learning
Summative Assessment: 1 Day **Equipment Needed:** Internet, digital camera, computer **Teacher Resources:** Projector, computer, internet access
Formative Assessments: • Class participation • Observation • Oral questioning/critique • Rubric • Performance objectives • Photo assignments

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Manual Camera Settings	1 Day
Lesson 2 Composition	10 Days
Lesson 3 Action Photography	7 Days
Teacher Notes:	
Curriculum Development Resources/Technology Resources: *Click the links below to access additional resources used to design this unit:* https://digital-photography-school.com https://www.youtube.com https://photographylife.com http://www.mir.com.my/rb/photography	



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Lesson Plan 1 Template			
Content Area: Visual Arts	Lesson Title: Manual Camera Mode		Time Frame: 1 day

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Education, Technology

Integration of Technology: Camera settings/modes

Equipment Needed: Computer, Projector, Digital Camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • understand the effects of shutter speed, aperture, & ISO.	Lesson Sequence 1. Students will have a lesson on the definitions of the three settings. 2. Students will see examples of photos with the different settings.	• Photo Examples/ Samples • Class Discussion

Differentiation: Group discussion, flexible timelines, individual research

Resources Provided:

- Teacher-generated notes
- Internet resources
- Computer
- Projector
- Digital Camera



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Lesson Plan 2 Template			
Content Area: Visual Arts	Lesson Title: Composition		Time Frame: 10 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Education, Technology

Integration of Technology: Digital camera, projector, online resources

Equipment Needed: Digital camera, card reader, computer, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a portfolio of photos containing different forms of composition.	**Lesson Sequence** 1. Students will discuss one element of composition and see photo examples. Class discussion on camera settings as well. 2. Students will shoot photos to demonstrate the element of composition. 3. Students will evaluate their photos and choose the best photo for that element. 4. Class discusses the next element of composition and repeats all steps. 5. Students hand in a portfolio with the many elements of composition.	• Participation • Oral Questioning • Composition • Portfolio • Rubric

Differentiation: Teacher demonstration and lecture, student independent research, student hands-on activity, and partnering for shooting

Resources Provided:

- Internet
- Digital Camera
- Computer



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Lesson Plan 3 Template			
Content Area: Visual Arts	Lesson Title: Action Photography		Time Frame: 7 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Education, Technology

Integration of Technology: Digital camera, photo editing software

Equipment Needed: Digital camera, card reader, projector, computers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand the effects that shutter speed has on photography. • Shoot pictures. • Upload and minor editing of their photos.	Lesson Sequence 1. Lecture on slow shutter speeds and show examples. 2. Students will take multiple photos with a slow shutter speed to create blurred motion. 3. Students will upload photos to the computer and select the best photo. 4. Lecture on fast shutter speed and repeat all steps Repeat for panning and motion blur. 5. Create a portfolio with action photography photos.	• Lecture • Demonstration • Participation • Oral Questioning • Action Portfolio • Rubric

Differentiation: Teacher demonstration and lecture, student independent research, student hands-on activity, and partnering for shooting

Resources Provided:

- Internet
- Digital Camera
- Computer



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Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Visual Arts	**Grade Level:**	9-12	**Unit Title:**	Manual Camera Settings
Created:	Jaclene Santone	**Board Approved on:**	Type Here		



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Unit Overview Template					
Content Area:	Visual Arts	**Grade Level:**	9-12	**Unit Title:**	Photo Enhancement

Unit Summary: This unit is designed to develop skills in photo enhancement and serves as an intro to Photoshop.

Primary Interdisciplinary Connections: Career Education, Technology

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

Unit Rationale: This unit gives the students the necessary skills to enhance and edit their photos using Photoshop. This is a large area of digital photography.

Career Readiness: 9.2, 9.4

Learning Targets	
Standards:	1.5, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4
Content Statements:	Anchor Standard 2: Organizing and developing ideas. Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 9: Applying criteria to evaluate products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Core Idea: This standard outlines key literacies and technical skills, such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

CPI#:	Cumulative Progress Indicator (CPI):
1.5.12.acc.Cr2a	Through experimentation, practice, and persistence, demonstrate the acquisition of skills and knowledge in a chosen art form.
1.5.12.acc.Pr4a	Analyze, select, and critique personal artwork for a collection or portfolio presentation.
1.5.12.prof.Re9a	Establish relevant criteria in order to evaluate a work of art or a collection of works.
1.5.12.prof.Cn10a	Document the process of developing ideas from the early stages to fully elaborate ideas.
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.

9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.3.2	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices.

Unit Essential Questions:

- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- How does one determine criteria to evaluate a work of art? How and why might the criteria vary? How is a personal preference different from an evaluation?
- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Unit Enduring Understandings:

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places, and designs that define, shape, enhance, and empower their lives.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- People evaluate art based on various criteria.

- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Unit Learning Targets:

Students will....

- Use healing tools and various brushes to enhance photos.
- Add filters to photos to change its look.
- Use layers properly.

Evidence of Learning
Summative Assessment: 1 Day **Equipment Needed:** Internet, digital camera, computer **Teacher Resources:** Projector, computer, internet access
Formative Assessments: • Class Participation • Observation • Oral Questioning • Rubric • Performance Objectives • Photo assignments

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Magnetic Lasso Tool	2 Days
Lesson 2 Color Pop	2 Days
Lesson 3 Clone Stamp and Healing Brush	3 Days
Teacher Notes:	
Curriculum Development Resources/Technology Resources: *Click the links below to access additional resources used to design this unit:* https://digital-photography-school.com https://www.youtube.com https://photographylife.com http://www.mir.com.my/rb/photography	



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY SKILLS

Lesson Plan 1 Template			
Content Area: Visual Arts	Lesson Title: Magnetic Lasso Tool		Time Frame: 2 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Education, Technology

Integration of Technology: Digital camera, photo editing software

Equipment Needed: Computer, projector, digital camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Shoot portraits and understand proper lighting. • Use the magnetic lasso tool to select the subject.	Lesson Sequence 1. Each student will set up and shoot a portrait of their partner. 2. Students will use the magnetic lasso tool to select the subject and be able to remove and add a new background.	• Before and after photo • Class Discussion • Rubric

Differentiation: Students will discuss as a group and work independently and in pairs.

Resources Provided:

- Teacher generated notes
- Internet resources
- Computer
- Projector
- Digital Camera



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Lesson Plan 2 Template			
Content Area: Visual Arts	Lesson Title: Color Pop		Time Frame: 2 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Education, Technology

Integration of Technology: Digital camera, projector, online resources, photo editing software

Equipment Needed: Digital camera, card reader, computer, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Take a photo and select an area in the photo to keep colorized. The rest of the photo will remain black and white. • Use the Photoshop Adjustment Layer option to achieve look.	Lesson Sequence 1. Students will take a photo of themselves or a friend. 2. Students will create a Photoshop document. 3. Students will take the photo and add an adjustment layer. 4. Students will have an article of clothing that they are wearing to be a color, and the rest of the photo will remain black and white.	• Participation • Oral Questioning • Rubric • Photoshop Document

Differentiation: Teacher demonstration and lecture, student independent classwork.

Resources Provided:
- Internet
- Digital Camera
- Computer



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Lesson Plan 3 Template					
Content Area:	Visual Arts	Lesson Title:	Clone Stamp and Healing Brush	Time Frame:	3 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Education, Technology

Integration of Technology: Digital camera, photo editing software

Equipment Needed: Digital camera, card reader, projector, computers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Take a portrait of their partner. • remove blemishes and whiten teeth. • Use the clone stamp and healing brush.	Lesson Sequence 1. Students will take portrait photos and upload them. 2. Demonstration and classwork on how to remove blemishes and pimples. 3. Demonstration and classwork on using the clone stamp and the healing brush. 4. Students will use Google Classroom to submit work.	• Lecture • Demonstration • Participation • Oral Questioning • Rubric • Photoshop Document

Differentiation: Teacher demonstration and lecture, student independent research, student hands-on activity and partnering for shooting.

Resources Provided:

- Internet
- Digital Camera
- Computer



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Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Visual Arts	**Grade Level:**	9-12	**Unit Title:**	Photo Enhancement
Created:	Jaclene Santone	**Board Approved on:**	Type Here		



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Unit Overview Template					
Content Area:	Visual Arts	**Grade Level:**	9-12	**Unit Title:**	Advanced Photoshop Techniques
Unit Summary: This unit is designed to develop skills in advanced Photoshop techniques and serves as an introduction to blending.					
Primary Interdisciplinary Connections: Career Education, Technology					
21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	This unit gives the students some advanced Photoshop skills as well as serves as an intro to blending. Blending is an extremely useful skill and a large part of Photoshop.				
Career Readiness: 9.2, 9.4					

Learning Targets	
Standards:	1.5, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4
Content Statements:	Anchor Standard 2: Organizing and developing ideas. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 9: Applying criteria to evaluate products. Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making
CPI#:	**Cumulative Progress Indicator (CPI):**
1.5.12.adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
1.5.12.acc.Pr5a	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
1.5.12.acc.Re9a	Determine the relevance of the criteria used by others to evaluate a work of art or a collection of works.

9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
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-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.

Unit Essential Questions:

- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?
- What can we learn from our responses to art?
- What is visual art?
- Where and how do we encounter visual arts in our world?
- How do visual arts influence our views of the world?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places or systems? How do artists and designers create works of art or design that effectively communicate?
- What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- How does one determine criteria to evaluate a work of art? How and why might the criteria vary? How is a personal preference different from an evaluation?

Unit Enduring Understandings:

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influence understanding of and responses to the world.

- Artists, curators, and others consider a variety of factors and methods, including evolving technologies, when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places, and designs that define, shape, enhance, and empower their lives.
- People evaluate art based on various criteria.

Unit Learning Targets:

Students will....

- Create a vignette.
- Create a pattern from a photo and overlay it over another photo.
- Blend two photos together.

Evidence of Learning

Summative Assessment: 1 day
Equipment Needed: Internet, digital camera, computer
Teacher Resources: Projector, computer, internet access

Formative Assessments:

- Class Participation
- Observation
- Oral Questioning
- Rubric
- Performance Objectives
- Photo assignments

Lesson Plans

Lesson	Time Frame
Lesson 1 Vignette	2 Days
Lesson 2 Pattern Overlay	2 Days
Lesson 3 Intro to Blending	3 Days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

http://www.renemagritte.org
https://digital-photography-school.com
https://www.youtube.com
https://photographylife.com
http://www.mir.com.my/rb/photography



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Lesson Plan 1 Template			
Content Area: Visual Arts	Lesson Title: Vignette		Time Frame: 2 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Education, Technology

Integration of Technology: Digital camera, computer, projector, interactive software, Adobe Photoshop

Equipment Needed: Computer, projector, digital camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Shoot a photo with proper composition. • Use their photo and create a vignette in Photoshop.	Lesson Sequence 1. Each student will set up and shoot a photo with good composition. 2. Students will upload photos to Photoshop and create a vignette around the subject. 3. Students will use the rubric to self-assess. 4. Students will use the local network and submit documents to the teacher's hand-in folder.	• Class Discussion • Photo session • Classwork • Rubric

Differentiation: Students will discuss as a group and work independently and in pairs. The number of layers will be modified based on special needs.

Resources Provided:

- Teacher generated notes
- Internet resources
- Computer
- Projector
- Digital Camera



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Lesson Plan 2 Template			
Content Area: Visual Arts	Lesson Title: Pattern Overlay		Time Frame: 2 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Education, Technology

Integration of Technology: Digital camera and projector, online resources

Equipment Needed: Digital camera, card reader, computer, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Take two photos with proper composition. • Use Photoshop to create a pattern and overlay it onto the other photo.	Lesson Sequence 1. Students will take two photos, one as a subject and one as a pattern. 2. Students will upload a pattern photo to Photoshop and convert it to a pattern. 3. Students will upload subject photos and isolate areas to receive a pattern overlay. 4. Students will add a pattern overlay to isolated sections of the photo. 5. Students will use the rubric to self-assess. 6. Students will use the local network and hand in documents into the teacher's hand-in folder.	• Participation • Oral Questioning • Rubric • Photoshop • Document

Differentiation: Teacher demonstration and lecture, student independent classwork

Resources Provided:

- Internet
- Digital Camera
- Computer



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Lesson Plan 3 Template			
Content Area: Visual Arts	Lesson Title: Intro to Blending		Time Frame: 3 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Education, Technology

Integration of Technology: Digital camera, photo editing software

Equipment Needed: Digital camera, card reader, projector, computers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Complete a webquest on Rene Magritte to gain an understanding of his work. • Upload three pictures reminiscent of Magritte. • Delete the background of photos and refine the edges. • Blend the three photos together to create a surreal document.	Lesson Sequence 1. Students will complete a webquest. 2. Students will upload bowler hats and apple photos into Photoshop and delete the background and refine the edges. 3. Those two images will be put on a third photo of a cloudy sky. 4. Students will add a layer mask to the apple photo and blend it with the hat. 5. Students will use the rubric to self-assess. 6. Students will use the local network and hand in documents into my hand-in folder.	• Lecture • Demonstration • Participation • Oral Questioning • Rubric • Photoshop • Document • Webquest

Differentiation: Teacher demonstration and lecture, student independent research, student hands-on activity and partnering for shooting

Resources Provided:

- Internet
- Digital Camera
- Computer



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Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Visual Arts	**Grade Level:**	9-12	**Unit Title:**	Advanced Photoshop Techniques
Created:	Jaclene Santone	**Board Approved on:**	Type Here		



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Unit Overview Template					
Content Area:	Visual Arts	**Grade Level:**	9-12	**Unit Title:**	Additional Photoshop Techniques
Unit Summary: This unit is designed to give the student advanced blending techniques and to learn iMovie techniques.					
Primary Interdisciplinary Connections: Career Education, Technology					
21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	This unit gives the students the necessary skills to create advanced blending documents. It also provides a framework for iMovie.				
Career Readiness: 9.2, 9.4					

Learning Targets	
Standards:	1.5, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Statement 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: Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Core Idea: This standard outlines key literacies and technical skills, such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making
CPI#:	**Cumulative Progress Indicator (CPI):**
1.5.12.acc.Cr1a	Individually or collaboratively formulate new creative problems based on students' existing artwork.
1.5.12.prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12.adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.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.).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
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-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.

Unit Essential Questions:

- How does engaging in creating art enrich people's lives?
- How does making art attune people to their surroundings?
- How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tool,s and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

Unit Enduring Understandings:

- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom

and responsibility, while developing and creating artworks. People create and interact with objects, places, and designs that define, shape, enhance, and empower their lives.
- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Unit Learning Targets:

Students will....

- Gain proficiency in blending techniques.
- Use the clone stamp.
- Use iMovie to create a stop motion video (flip book).

Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Internet, digital camera, computer

Teacher Resources: Projector, computer, internet access

Formative Assessments:

- Class Participation
- Observation
- Oral Questioning
- Rubric
- Performance Objectives
- Photo assignments

Lesson Plans

Lesson	Time Frame
Lesson 1 Photo Blending	3 Days
Lesson 2 Clone Stamp	3 Days
Lesson 3 Stop Motion	5 Days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

https://digital-photography-school.com
https://www.youtube.com
https://photographylife.com
http://www.mir.com.my/rb/photography



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Lesson Plan 1 Template			
Content Area: Visual Arts	Lesson Title: Photo Blending		Time Frame: 3 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Education, Technology

Integration of Technology: Digital camera, computer, projector, interactive software, Adobe Photoshop

Equipment Needed: Computer, projector, digital camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Shoot two photos that they will blend together to create a new image. • Use layer masks to blend photos together in Photoshop.	Lesson Sequence 1. Each student will take a minimum of two pictures. 2. Students will upload photos to Photoshop and add a layer mask to the photos. 3. Part of the photo on top will be removed to reveal the photo underneath. 4. Students can control how much of each photo the viewer can see. 5. Students will use the rubric to self-assess. 6. Students will use the local network and hand in documents into the teacher's hand-in folder.	• Class Discussion • Photo session • Classwork • Rubric

Differentiation: Students will discuss as a group and work independently and in pairs. The project will be modified based on special needs.

Resources Provided:

- Teacher generated notes
- Internet resources
- Computer
- Projector
- Digital Camera



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Lesson Plan 2 Template			
Content Area: Visual Arts	Lesson Title: Clone Stamp		Time Frame: 3 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Education, Technology

Integration of Technology: Digital camera, projector, online resources

Equipment Needed: Digital camera, card reader, computer, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use the clone stamp to remove objects from existing photos.	Lesson Sequence 1. Students will practice clone stamping with a sample photo teacher provides. 2. Students will remove objects and stamp objects to different locations. 3. Students will find an existing photo, take someone out, and put themselves into the photo. 4. Students will use the rubric to self-assess. 5. Students will use the local network and hand in documents into my hand-in folder.	• Participation • Oral Questioning • Rubric • Photoshop Document

Differentiation: Teacher demonstration and lecture, student independent classwork

Resources Provided:

- Internet
- Digital Camera
- Computer



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Lesson Plan 3 Template			
Content Area: Visual Arts	Lesson Title: Stop Motion		Time Frame: 5 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Education, Technology

Integration of Technology: Digital camera, photo editing software

Equipment Needed: Digital camera, card reader, projector, computers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Shoot photos in a series. • Upload photos to iMovie to create a stop motion movie. This is similar to the flip books of the past.	Lesson Sequence 1. Students will work in pairs to brainstorm ideas for their movie. 2. Students will shoot a minimum of 150 pictures in a series. 3. Students will take one picture, move the subject slightly, and then take another picture. Repeat the process. 4. Upload photos into iMovie and organize and time each photo. 5. Students will use the rubric to self-assess. 6. Students will use the local network and hand in documents into my hand-in folder.	• Lecture • Demonstration • Participation • Oral Questioning • Rubric • Photoshop Document • Webquest

Differentiation: Teacher demonstration and lecture, student independent research, student hands-on activity and partnering for shooting.

Resources Provided:

- Internet
- Digital Camera
- Computer



Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Visual Arts	**Grade Level:**	9-12	**Unit Title:**	Additional Photoshop Techniques
Created:	Jaclene Santone	**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/

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

Math/ELA

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

STEM

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

Enrichment Events

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

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Gifted and Talented Identification Criteria

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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.

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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

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NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

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

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

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

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

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

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

NJDOE Fast Facts

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

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

Math/ELA

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

STEM

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

Enrichment Events

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