Springfield Public Schools
Springfield, New Jersey 07081

Introduction to Graphic Design

Curriculum Guide

2025

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved August 25, 2025

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

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

Curriculum Update

To approve the following curriculum revisions:

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

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

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

(continued)

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

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

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

SEAL

Michelle Calas
School Business Administrator/ Board Secretary

Springfield Public Schools
Springfield, New Jersey

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Assistant Superintendent

Dr. Norman Francis, Principal of Jonathan Dayton High School

Ashley Bauers, Coordinator of Visual Arts

Jaclene Santone, Teacher



SPRINGFIELD PUBLIC SCHOOLS

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Unit Overview Template

Content Area: Visual Arts **Grade Level:** 9-12 **Unit Title:** Illustrator Basics

Unit Summary: This unit is designed to build foundational skills in Adobe Illustrator, with a focus on essential tools used in digital design. Students will learn how to effectively use the pen tool to create closed paths, as well as how to apply strokes and fills to shapes for visual impact. Students will learn to open the Layers panel and manage layers by locking, adding, stacking, hiding, and deleting them. Additional emphasis will be placed on the use of basic shapes and the Text Tool to construct clean, professional compositions. Students will explore how design elements such as color, line, and typography influence audience perception. Through guided practice and creative projects, students will also be introduced to the concept of color psychology and its role in conveying emotion and meaning in visual media.

Primary Interdisciplinary Connections: Career Readiness

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: Graphic design is used throughout the field of logo art and advertising. Using that media for this curriculum is important. Illustrator is an essential tool for a graphic artist.

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, SEL.PK-12.5

Content Statements:

Anchor Standard 2: Organizing and developing ideas.

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: Laws govern the use of intellectual property, and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

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.
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.
SEL.PK-12.5.1	Establish and maintain healthy relationships.

Unit Essential Questions:

- How do the tools in Adobe Illustrator help communicate ideas visually?
- Why is the Pen Tool important for creating precise digital artwork?
- How do strokes, fills, and closed paths impact the look and meaning of a design?
- What role does color play in influencing emotions and perceptions in design?
- How can shapes and text be used together to create effective visual messages?
- Why is it important to understand and organize layers in a design project?
- 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?

Unit Enduring Understandings:

- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom New Jersey Department of Education June 2020 151 and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

Unit Learning Targets:

Students will....

- Identify how to use the pen tool to create clean, closed paths.
- Create designs using strokes, fills, and closed paths to enhance visual impact.
- Create complex graphics by combining and modifying basic shapes.
- Use the text tool to create and format text effectively within a design.
- Organize layers by locking, hiding, stacking, adding, and deleting them.

- Explain the impact of color choices on mood and meaning in visual communication.
- Create original designs that effectively communicate a clear idea or message using Illustrator tools.

Evidence of Learning
Summative Assessment: 1 Day **Equipment Needed:** Various textbooks, computer, magazines **Teacher Resources:** Various textbooks, computer, internet access, projector
Formative Assessments: • Class Participation • Observation • Oral Questioning • Written Test • Performance Objectives • Rubric based assignments

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Color Psychology Designing A Logo	7 Days
Lesson 2 Popcorn Box	7 Days
Lesson 3 Black and White Mandala Pattern Design	7 Days
Teacher Notes:	
Curriculum Development Resources/Technology Resources: Click the links below to access additional resources used to design this unit: www.adobe.com/illustrator www.creativebloq.com	



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Lesson Plan 1 Template					
Content Area:	Visual Arts	Lesson Title:	Color Psychology: Designing A Logo	Time Frame:	2 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Creating a bulleted list in Word

Equipment Needed: Computer, projector, magazines

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify the characteristics that make various designs stand out. • Create a unique, professional-quality logo that communicates a clear message or brand identity.	Lesson Sequence Analyze Existing Logos with Hidden Meanings: • Students examine logos that contain subtle or hidden meanings; discuss the visual strategies used. • Objective: Understand how logos can convey messages beyond their surface appearance. Identify Key Characteristics of Effective Logos: • Students will make a list of key characteristics that make logos stand out (simplicity, scalability, versatility, relevance to the brand, etc.) • Objective: Identify design principles that contribute to successful logo design. Sketch Thumbnail Concepts: • Students will sketch three different thumbnail drawings of logo concepts that include text,	• Class discussion • List of characteristics on their computer • One black and white digital version of the student's logo • One 3-color digital original logo

	exploring a variety of design approaches. • Peer Discussion: Students will participate in a peer discussion to share feedback on each other's designs—what could be improved, which elements work well, and which could be combined. • Objective: Generate multiple ideas and refine them based on feedback. Develop a Rough Draft: • Based on feedback from peers, students will select one logo concept to develop into a rough draft. • Objective: Focus on refining the best idea into a more complete design. Transfer to Illustrator: • Students will take a clear picture of their approved rough draft and import it into Illustrator to trace and refine their logo digitally. • Objective: Learn how to transition from hand-drawn concepts to digital artwork using Illustrator tools.	

Differentiation: Flexible grouping, exploration by interest, goal setting with students, open-ended activities, alternative assessments, leveled rubrics, project-based learning, stations/centers

Resources Provided:

- Teacher-generated notes
- Magazines
- Desktop computer
- Projector



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Lesson Plan 2 Template		
Content Area: Visual Arts	Lesson Title: Popcorn Box	Time Frame: 7 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Using Illustrator and local network

Equipment Needed: Computer, projector, Adobe Illustrator

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a popcorn box with a season or holiday theme. • understand how to create a triple stroke on text. • Create an original character with a background that tells a story.	Lesson Sequence Analyze Existing Popcorn Boxes with different seasonal and holiday designs: • Students will examine example popcorn boxes and discuss the visual strategies used. • Objective: Understand how popcorn boxes can convey a story beyond their surface appearance. Identify Key Characteristics of Effective Popcorn Box: • Students will make a list of the key characteristics that make logos stand out, such as simplicity, scalability, versatility, and relevance to the brand. • Objective: Identify design principles that contribute to successful popcorn box design. Sketch Thumbnail Concepts: • Students will sketch three different thumbnail	• Participation • Oral Questioning • Rubric for assessing graphic Illustrator document

	drawings of popcorn box concepts that include text, exploring a variety of design approaches. • Peer Discussion: Students will participate in a peer discussion to share feedback on each other's designs—what could be improved, which elements work well, and which could be combined. • Objective: Generate multiple ideas and refine based on feedback. Develop a Rough Draft: • Based on feedback from peers, students will select one popcorn box concept to develop into a rough draft. • Objective: Focus on refining the best idea into a more complete design. Transfer to Illustrator: • Students will take a clear picture of their approved rough draft and import it into Illustrator to trace and refine their design digitally. • Objective: Learn how to transition from hand-drawn concepts to digital artwork using Illustrator tools.	

Differentiation: Exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning

Resources Provided:

- Teacher Made Handout
- Desktop computer



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Lesson Plan 3 Template					
Content Area:	Visual Arts	Lesson Title:	Black and White Mandala Pattern	Time Frame:	7 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Using Illustrator and local network

Equipment Needed: Computer, projector, Adobe Illustrator

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a mandala pattern for a sea creature or a holiday theme. • Implement different patterns around a character.	Lesson Sequence Identify Key Characteristics of Effective Design: • Students will make a list of the key characteristics that make a mandala stand out, such as simplicity, scalability, versatility, and relevance to the brand. • Objective: Identify design principles that contribute to successful mandala coloring book design. Sketch Thumbnail Concepts: • Students will sketch three different thumbnail drawings of logo concepts that include patterns, exploring a variety of design approaches. • Peer Discussion: Students will participate in a peer discussion to share feedback on each other's designs—what could be improved, which	• Oral Questioning • Visual Evaluation • Rubric for assessing Illustrator document

	elements work well, and which could be combined. • Objective: Generate multiple ideas and refine through feedback. Develop a Rough Draft: • Based on feedback from peers, students will select one logo concept to develop into a rough draft. • Objective: Focus on refining the best idea into a more complete design. Transfer to Illustrator: • Students will take a clear picture of their approved rough draft and import it into Illustrator to trace and refine their mandala digitally. • Objective: Learn how to transition from hand-drawn concepts to digital artwork using Illustrator tools.	

Differentiation: Exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project-based learning

Resources Provided:

- Teacher Handout
- Desktop 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:** Illustrator Basics

Created: Jaclene Santone **Board Approved on:**



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Unit Overview Template		
Content Area: Visual Arts	**Grade Level:** 9-12	**Unit Title:** Adobe Illustrator
Unit Summary: This unit is designed to develop a better understanding of Illustrator.		
Primary Interdisciplinary Connections: Career Readiness		
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: Illustrator is an important tool in graphic design and an industry standard. This is a hands-on real life unit.		
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 7: Perceiving and analyzing products. Anchor Standard 9: Applying criteria to evaluate 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: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making. 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):**
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or 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.IML.1	Compare search browsers and recognize features that allow for filtering of information.
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, feeling,s and perspectives of others.

SEL.PK-12.4.1	Develop, implement, and model effective problem-solving and critical thinking skills.

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?

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.

Unit Learning Targets:

Students will....

- Use the custom shape tool
- Use the pen tool
- Create custom patterns and add them to the swatches panel
- Create layers



Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Various textbooks, computer, magazines

Teacher Resources: Various textbooks, computer, internet access, projector

Formative Assessments:

- Class Participation
- Observation
- Oral Questioning
- Written Test
- Performance Objectives
- Rubric based assignments

Lesson Plans

Lesson	Time Frame
Lesson 1 Children's Book Jacket	7 Days
Lesson 2 Skateboard Deck	7 Days
Lesson 3 Animated Caricature GIF	7 Days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

www.youtube.com
www.adobe.com



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Lesson Plan 1 Template					
Content Area:	Visual Arts	Lesson Title:	Children's Book Jacket	Time Frame:	7 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Using Illustrator, internet, local network

Equipment Needed: Computer, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create an original children's book jacket. • Create an engaging summary about the book. • Create an original character and a name for the book.	Lesson Sequence Objective: Understand the purpose of a book jacket and the key elements that make it visually appealing to young children. • Discuss the importance of a book jacket: Cover design as a marketing tool and how it helps draw the attention of young readers. • Elements of a book jacket: Title, author's name, engaging visuals (illustrations of characters, settings), and summary. • Target Audience: Who are we designing for? Discuss children's developmental stages and interests. Activities: • Analyze several children's book jackets (with emphasis on layout,	• Class discussion and demonstration • Observation • Rubric for assessing Illustrator document

	character design, and color choices). • Class Discussion: What makes these book covers engaging for young children? Objective: Learn how to apply the rule of thirds to create a balanced and visually pleasing book jacket. • Explain the rule of thirds and how it helps with balance and composition in design. • Key Design Elements: Title placement, author name, image alignment, and how to leave space for text. • Understand how to lay out the cover for both front and back (considering spine placement for print). Activities: • Demonstrate the rule of thirds in Illustrator by creating a grid overlay and aligning key elements. • Hands-on Practice: Students sketch their book jacket designs, focusing on using the rule of thirds for placement. Objective: Create a character that will engage young children and represent the theme of the story. • Character Design: Discuss what makes a character appealing to children—expressiveness, simplicity, and relatability.	

	• Designing in Illustrator: Introduce basic tools (Pen Tool, Shape Tool) to create a simple, engaging character that fits the story's theme. • Discuss the importance of emotion in character design—how the character's expression should reflect the tone of the story. Activities: • Guide students through designing a character using Illustrator, focusing on simple shapes and expressive features. • Class Discussion: Share characters with peers and discuss which ones are the most engaging and why. Objective: Understand the core elements of a story—conflict and resolution—and how they impact the book jacket design. • Discuss how the book jacket can visually hint at the conflict and resolution of the story through imagery (e.g., character in danger, a problem to solve). • Connecting the story to design: How the conflict and resolution can be symbolized on the book jacket through visuals. • Writing the Summary: How to craft a short, engaging book summary that reflects the conflict and resolution.	

	Activities: • Story Mapping: Students map out the basic conflict and resolution of their book story. • Summary Writing: Write a short summary for the back cover of the book that hints at the conflict and resolution. Using Illustrator Tools – Duplicating, Blending, Reflecting Objective: Learn key Illustrator tools to create a polished book jacket design. • Duplicating objects: How to use the Duplicate function to create repeating elements like patterns or backgrounds. • Blending tools: Demonstrate how to use the Blend Tool for smooth transitions between colors or shapes (e.g., blending the background or shadows). • Reflecting objects: Use the Reflect Tool to create mirrored elements (such as creating symmetry in character design or backgrounds). Activities: • Students practice using Duplicate, Blend, and Reflect to refine their book jacket design. • Demo: How to apply these tools to improve the design's visual appeal (e.g., symmetrical elements, smooth gradients for depth).	

Differentiation: Exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning

Resources Provided:

- Teacher-generated notes
- Desktop computer
- Projector



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Lesson Plan 2 Template			
Content Area: Visual Arts	Lesson Title: Skateboard Deck	Time Frame: 7 days	

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Using Illustrator, internet, local network

Equipment Needed: Computer, projector, Adobe Illustrator

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Design a skateboard deck that integrates a compelling character, engaging patterns, and a visual story that communicates a theme or narrative, using Adobe Illustrator to bring their ideas to life. • Create a unique character for the skateboard deck design that embodies a theme or story. • Incorporate patterns into the design to enhance the visual interest and complement the overall theme. • Tell a story through design by using the character, patterns, and layout to convey a narrative or emotion.	Lesson Sequence Objective: Students will create a skateboard deck design using Adobe Illustrator, focusing on layout, color blending, and layering techniques to produce a dynamic, engaging design. Activities: • Thumbnail Sketches: Students create three quick sketches exploring different design ideas for their skateboard deck. • Rough Draft in Illustrator: Choose one thumbnail to develop into a rough draft, focusing on layout and basic elements. • Layering and Color Blending: Learn to stack layers and use gradient and blending tools to create depth and multiple colors, avoiding flat designs. • Refinement: Add final details to the design, such	• Participation • Oral Questioning • Rubric for assessing graphic Illustrator document

	as textures, shadows, and color adjustments to enhance the visual impact. • Presentation: Students finalize their designs and present their skateboard deck, explaining the design choices, color schemes, and how they used layering and blending techniques. Assessment: • Evaluate creativity, effective use of layers and colors, and overall visual appeal based on a rubric. • Self-reflection on the design process and techniques used.	
Differentiation: Exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning		
Resources Provided: • Teacher Made Handout • Desktop computer		



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Lesson Plan 3 Template					
Content Area:	Visual Arts	Lesson Title:	Animated Caricature GIF	Time Frame:	7 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Using Illustrator, digital camera, and local network

Equipment Needed: Computer, projector, Adobe Illustrator

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a caricature of themselves. • Animate and export as a GIF • Use Photoshop to export a GIF	Lesson Sequence • Students will take a photo of themselves • Drag the photo into Illustrator • Trace the outline of their head • Add facial features and skin tone • Create textured hair • Add their shirt and shirt details • Bring their two different files into Photoshop • Explore the timeline, frames, and layers in Photoshop • Export as a Web Legacy File for a GIF	• Oral Questioning • Visual Evaluation • Rubric for assessing Illustrator document

Differentiation: Exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning

Resources Provided:

- Teacher Handout
- Desktop 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:**	Adobe Illustrator
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:** Adobe Illustrator Advanced
Unit Summary: Basics of Design This unit is designed to develop a better understanding of Illustrator.		
Primary Interdisciplinary Connections: Career Readiness		
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: Adobe Illustrator is an important tool in graphic design and an industry standard. This is a hands-on real life unit.		
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 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: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. 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):**
1.5.12adv.Cr2a	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.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.
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.
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.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-12.1.2	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 and 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 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 New Jersey Department of Education June 2020 151 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 develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Unit Learning Targets:

Students will....

- Learn to use the basic tools.
- Learn to use the rulers and guides.
- Change the fill and stroke colors.
- Draw and edit simple shapes.



Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Various textbooks, computer

Teacher Resources: Various textbooks, computer, internet access, projector

Formative Assessments:

- Class Participation
- Observation
- Oral Questioning
- Written Test
- Performance Objectives
- Rubric based assignments

Lesson Plans

Lesson	Time Frame
Lesson 1 Game Board Design	7 Days
Lesson 2 Park scene	5 Days
Lesson 3 Ballot Box	2 Days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

www. Youtube.com
www.adobe.com



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

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Using Adobe Illustrator to draw images, local network

Equipment Needed: Computer, projector, textbook, Adobe Illustrator

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a game board design. • Write out rules and directions for their game boards. • Write out the goal of the game and how many players can play the game. • Create a logo for the gameboard. • Create a pattern for the game cards. • play the games for quality assurance to understand what may need to be adjusted for longer time play and engagement.	Lesson Sequence Objective: Students will design a complete game board, including logo, cards, and rules, using creativity and Adobe Illustrator, while testing for playability and engagement. Activities: • Thumbnail Sketches: Create three quick sketches of the game board layout and design a logo that fits the theme. • Rough Draft: Refine one sketch into a more detailed draft of the board and design cards, adding patterns that match the theme. • Game Rules: Write out clear game rules, the objective, and the number of players. • Playtesting: Play the game to test for engagement and balance, then adjust based on feedback.	• Class discussion and demonstration • Observation • Rubric for assessing Illustrator document

	• Finalization: Finalize the game board, logo, and card designs, then present the completed game to the class, explaining design choices and rules.	
Differentiation: Exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning		
Resources Provided: • Textbook • Desktop computer • Projector		



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Lesson Plan 2 Template		
Content Area: Visual Arts	Lesson Title: Park Scene	Time Frame: 5 Days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Using Adobe Illustrator to draw images, local network

Equipment Needed: Computer, projector, Adobe Illustrator, textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a "park scene" in Illustrator that cover the following skills: Fill, stroke, paintbrush, adjusting shapes, copy objects, align, and distribute objects	Lesson Sequence • Students will use the paintbrush to draw trees, mountains, lawn, lake, and bank. • Draw cattails and align • Draw stars and manipulate shapes • Draw gazebo • Use cutting tools to cut the ellipse in half and reshape it • Add text	• Participation • Oral Questioning • Rubric for assessing graphic Illustrator document

Differentiation: Exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning

Resources Provided:

- Textbook
- Desktop computer
- Projector



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Lesson Plan 3 Template			
Content Area: Visual Arts	Lesson Title: Ballot Box	Time Frame: 2 days	

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Using Illustrator, internet, local network

Equipment Needed: Computer, projector, Adobe Illustrator, textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a ballot box poster.	Lesson Sequence • Students will draw a ballot and put a large X in it. • Draw #2 pencils with an eraser. This is an eleven-step process. • Add the slogan.	• Oral Questioning • Visual Evaluation • Rubric for assessing Illustrator document

Differentiation: Exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning

Resources Provided:

- Text book
- Desktop computer
- Projector



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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:**	Adobe Illustrator Advanced
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 Techniques
Unit Summary: This unit is designed to challenge students with advanced Illustrator and Illustrator techniques. **Primary Interdisciplinary Connections:** Career Readiness **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: Students will learn skills that can foster their creativity.		
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 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: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: 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 the student's existing artwork.
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.
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.
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:

- 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, history, 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 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:

- 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.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Unit Learning Targets:

Students will....

- Learn advanced techniques in both Illustrator & Illustrator
- Create original graphics in Illustrator
- Incorporate advanced techniques into advertisements and print media layouts



Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Various textbooks, computer

Teacher Resources: Various textbooks, computer, internet access, projector

Formative Assessments:

- Class Participation
- Observation
- Oral Questioning
- Written Test
- Performance Objectives
- Rubric based assignments

Lesson Plans

Lesson	Time Frame
Lesson 1 Picnic Scene	5 Days
Lesson 2 Shampoo Ad	5 Days
Lesson 3 Magazine Cover	5 Days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

www.youtube.com

www.adobe.com



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Lesson Plan 1 Template		
Content Area: Visual Arts	Lesson Title: Picnic Scene	Time Frame: 5 Days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Using Illustrator, internet, local network

Equipment Needed: Computer, projector, Adobe Illustrator, textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a picnic scene in Illustrator that covers the following skills: Changing attributes, isolation mode, scaling, drawing curves with/ the pen tool, joining paths, using the brush library.	Lesson Sequence • Students will draw a loaf of bread, a piece of cake, a glass of lemonade, and olives • Students will modify attributes, group, and ungroup shapes • Students will draw leaves by creating curves with the pen tool. • Students will draw an orange, a watermelon, a tablecloth, and bubbles. • Students will modify brush formats to make changes.	• Oral Questioning • Visual Evaluation • Rubric for assessing Illustrator document

Differentiation: Exploration by interest, goal setting with students, open-ended activities, alternative assessments, leveled rubrics, project-based learning.

Resources Provided:

- Text book
- Desktop computer
- Projector



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Lesson Plan 2 Template					
Content Area:	Visual Arts	Lesson Title:	Shampoo Ad	Time Frame:	5 Days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Using Illustrator, internet, local network

Equipment Needed: Computer, projector, Adobe Illustrator

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a full-page shampoo ad. They will create the bottle, label, background, and slogan that incorporates the following skills: Pattern overlay, creating & saving layer styles and swatches, dodging & burning, color match.	Lesson Sequence • Students will create a custom shampoo label with graphic & text • Create a custom shampoo bottle using various shape tools and attach labels to it. • Take a photo and create a color overlay from the color of the bottle. • Create a complete ad of bottle, label, photo background, and slogan.	• Participation • Oral Questioning • Rubric for assessing graphic Illustrator document

Differentiation: Exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning

Resources Provided:

- Network
- Desktop computer
- Projector



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Lesson Plan 3 Template					
Content Area:	Visual Arts	Lesson Title:	Magazine Cover	Time Frame:	5 Days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Using Illustrator, internet, local network

Equipment Needed: Computer, projector, Adobe Illustrator

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Create a magazine cover to match an original, but with their picture on the cover that incorporates the following skills: • Creating text & graphics • Working with layers • Blending • Portrait photography • Custom shapes	Lesson Sequence • Students will research and find a magazine of their interest • Create your own magazine layout to match the original. No cut and paste. Matching fonts, styles, graphics, colors, etc. • Take photos of themselves to match the original magazine cover. • Blend all layers together to look authentic.	• Oral Questioning • Visual Evaluation • Rubric for assessing Illustrator document

Differentiation: Exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning

Resources Provided:

- Network
- Desktop computer
- Projector



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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 Techniques
Created:	Jaclene Santone	**Board Approved on:**	Type Here		



Unit Overview Template		
Content Area: Visual Arts	**Grade Level:** 9-12	**Unit Title:** Adobe InDesign
Unit Summary: This unit will cover Adobe InDesign.		
Primary Interdisciplinary Connections: Career Readiness, 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: Students will learn skills that can foster their creativity.		
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 5: Developing and refining techniques and models or steps needed to create products. Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. 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.Pr5a	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
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.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
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:

- 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?

Unit Enduring Understandings:

- 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.

Unit Learning Targets:

Students will....

- Learn terms related to InDesign
- Create a variety of layouts for a variety of publications
- Place guides, graphics, and text

Evidence of Learning

Summative Assessment: One Day

Equipment Needed: Various textbooks, a computer

Teacher Resources: Various textbooks, computer, internet access, projector

Formative Assessments:

- Class Participation
- Observation
- Oral Questioning
- Written Test
- Performance Objectives
- Rubric based assignments

Lesson Plans

Lesson	Time Frame
Lesson 1 Newsletter	5 Days
Lesson 2 Brochure	5 Days
Lesson 3 Article	5 Days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

www.adobe.com/indesign
www.indesignskills.com
www.youtube.com



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Lesson Plan 1 Template		
Content Area: Visual Arts	Lesson Title: Newsletter	Time Frame: 5 Days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness, Technology

Integration of Technology: Using Adobe InDesign, local network

Equipment Needed: Computer, Projector, Adobe InDesign, textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a newsletter using InDesign. Skills covered: • Using rulers & guides, insert text and graphic frames, drawing shapes, typing text, placing text, placing graphics in frame, apply fill and stroke formats, wrap text around frame, pages panel, threading text, inserting page numbers	Lesson Sequence • Students will insert text & graphic frame. • SW type and place text in frame, place graphic in frame. • Apply fill and stroke attributes to frame and stroke. • SW wrap text around frame. • Use the pages panel to create master pages & numbering. • Thread text from page to page. • Create and edit layers.	• Oral Questioning • Visual Evaluation • Rubric for assessing InDesign document

Differentiation: Exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning

Resources Provided:

- Network
- Text book
- Desktop computer
- Projector



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Lesson Plan 2 Template		
Content Area: Visual Arts	Lesson Title: Brochure	Time Frame: 5 Days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness, Technology

Integration of Technology: Using Adobe InDesign, internet, local network

Equipment Needed: Computer, projector, Adobe InDesign

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a 2-page brochure. Skills covered: • Document layout, insert ruler guides, renaming layers, drawing shapes, inserting text, placing text, creating graphic frames and placing graphics, wrapping text around graphic frames.	Lesson Sequence • Students will create a 2 page brochure w/ 3 columns • Set up ruler guides, text and graphic frames. • Add shapes for color • Place text and graphics • Wrap text around graphic frames.	• Participation • Oral Questioning • Rubric for assessing graphic InDesign document

Differentiation: Exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning

Resources Provided:

- Network
- Desktop computer
- Projector
- Textbook



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Lesson Plan 3 Template		
Content Area: Visual Arts	Lesson Title: News Article	Time Frame: 5 Days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness, Technology

Integration of Technology: Using Adobe InDesign, internet, local network

Equipment Needed: Computer, projector, Adobe InDesign

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a news article. Skills covered: • Document layout, insert ruler guides, renaming layers, drawing shapes, inserting text, placing text, creating graphic frames and placing graphics, wrapping text around graphic frames.	Lesson Sequence • Students will create a news article consisting of four pages, three columns, text, and graphics. • Set up ruler guides, text, and graphic frames. • Add and rename layers • Add shapes for color • Place text and photos • Wrap text around graphic frames.	• Oral Questioning • Visual Evaluation • Rubric for assessing InDesign document

Differentiation: Exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning

Resources Provided:

- Network
- Textbook
- Desktop computer
- Projector



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

Lesson Reflection

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

Lesson Activities	Strongly	Moderately	Weakly
Are challenging **Strongly** and require higher order thinking and problem solving skills	☒	☐	☐
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:**	Adobe InDesign
Created:	Jaclene Santone	**Board Approved on:**	Type Here		



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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



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

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

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



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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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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.