

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

Springfield Public Schools
Springfield, New Jersey 07081

Drawing and Painting
Grades 9-12

Curriculum Guide

2025

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

Springfield Board of Education
Approved August 25, 2025

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

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

Curriculum Update

To approve the following curriculum revisions:

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

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

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

(continued)

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

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

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

SEAL

Michelle Calas
School Business Administrator/ Board Secretary

Springfield Public Schools
Springfield, New Jersey

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Assistant Superintendent

Curriculum Developed By:

Norman Francis, Jr., Ed.D., ~ Principal of Jonathan Dayton High School

Ashley Bauers ~ Coordinator of Visual, Performing & Practical Arts

Mary Tarnacki ~ Teacher of Visual Art



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Unit Overview Template					
Content Area:	Visual Arts	**Grade Level:**	9-12	**Unit Title:**	Art Elements and Design Principles
Unit Summary: The goal of this unit is to explore innovative ways of using Art Elements and Design Principles through sketchbook, collage, and other application assignments.					
Primary Interdisciplinary Connections: English					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Using student sketchbooks and other related projects, this unit is designed to develop an understanding of the Art Elements and Design Principles which govern the creation of works of art in every culture, throughout art history.				
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, W.IW
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: With a growth mindset, failure is an important part of success. 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 Writing Domain

CPI#:	Cumulative Progress Indicator (CPI):
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on the student's existing artwork.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
SEL.PK-12.1.1	Recognize one's feelings and thoughts.

SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior.
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.
W.IW.9-10.2.A	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

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 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:

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and designs that define, shape, enhance, and empower their lives.

Unit Learning Targets:

Students will...

- identify the Art Elements.
- identify the Design Principles.

- demonstrate the Art Elements in sketchbook and project assignments.
- demonstrate the Design Principles in sketchbook and project assignments.

Evidence of Learning
Summative Assessment: Quizzes, tests, and studio projects. **Equipment Needed:** Dedicated Classroom, Art Supplies, Student iPads, Plasma TV **Teacher Resources:** iPad, Plasma TV, Specialized Art Supplies
Formative Assessments: • Class performance • Oral questioning • Peer evaluation • Sketchbook assignments • Self-evaluation using a scoring rubric • Ongoing safety evaluation throughout the course.

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Art Elements/Design Principles	5 days
Lesson 2 Sketchbook Assignments	5 days
Lesson 3 Application Projects	10 days
Teacher Notes: Time lines will be adjusted as needed. Participation in district-wide activities and other competitions will be incorporated wherever necessary to meet specific deadlines. Other curriculum projects will be dropped during this time period.	
Curriculum Development Resources/Technology Resources: Click the links below to access additional resources used to design this unit: http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html http://www.learn-to-draw.com/figure-drawing http://www.onemotion.com/flash/sketch-paint/ http://www.queeky.com/app https://www.getty.edu/education/teachers/building_lessons/principles_design.pdf http://www.pinterest.com/EllenJayeBenson/elements-and-principles-of-art-design-worksheets/ http://www.pinterest.com/pin/66639269460232699/ MOVEMENT http://splitcomplementary.blogspot.tw/2012/02/elements-principles-of-design-icons.html	



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Lesson Plan 1 Template					
Content Area:	Visual Art	Lesson Title:	Art Elements and Design Principles	Time Frame:	5 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: English, Career Education

Integration of Technology: Students will use the Internet to research the Art Elements for assignments. Students will use the class camera to photograph their work for use in their semester PowerPoints. Using their district iPads, students will participate in online research and study as resources for lifelong learning. Students will select and use specialized databases for advanced research to solve real world problems.

Equipment Needed: iPads, Student Sketchbooks (9 x 12" with spiral), Internet access, project-specific art Supplies, digital camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • identify how the Art Elements and Design Principles are used in formal analysis. • research and evaluate the effects of the Art Elements and Design Principles in compositional structure. • complete related application projects.	Lesson Sequence 1. Discussion and explanation of the seven Art Elements. 2. Discussion and explanation of the seven Design Principles. 3. Demonstrate and model the importance of the Art Elements in formal analysis. 4. Demonstrate and model the importance of the Design Principles in formal analysis. 5. Application projects	• Class performance • Individual and collaborative work efforts • Questioning Q and A • Sketchbook pages

Differentiation: Each student will address all lessons from an individual viewpoint. Students can work in pairs if necessary.

Resources Provided:

- http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html
- https://artclasscurator.com/principles-of-design-examples/



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Lesson Plan 2 Template			
Content Area: Visual Art	Lesson Title: Sketchbook Assignments		Time Frame: 5 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: English, Career Education

Integration of Technology: Students will use the Internet to research assignments. Students will use the class camera to photograph their work for use in their semester PowerPoints. They will participate in an online study as a resource for lifelong learning. Students will select and use specialized databases for advanced research to solve real world problems.

Equipment Needed: iPad, internet access, art supplies, student sketchbooks, digital camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • demonstrate that they are proficient in using the Art Elements in related sketchbook assignments. • demonstrate that they are proficient in using the Design Principles in related sketchbook assignments. • research and apply Art Element and Design Principle related topics in their sketchbooks.	Lesson Sequence 1. Students will explore how artists use the Art Elements and Design Principles in their work. 2. Demonstrate and model the importance of the Art Elements in sketchbook assignments. 3. Guided practice with design pages. 4. Application sketchbook projects.	• Class performance • Student Practice • Questioning Q and A • Sketchbook pages

Differentiation: Each student will address all lessons from an individual perspective. Students can work in pairs if necessary.

Resources Provided:

- http://getty.edu/education/teachers/building_lessons/formal_analysis.html
- http://www.waynejiang.com/sketchbooks
- http://www.jamesjean.com/sketch/



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Lesson Plan 3 Template			
Content Area: Visual Art	Lesson Title: Studio Project		Time Frame: 10 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: English, Career Education

Integration of Technology: Students will use the Internet to research assignments. Students will use the class camera to photograph their work for use in their semester PowerPoints. They will participate in an online study as a resource for lifelong learning. Students will select and use specialized databases for advanced research to solve real world problems.

Equipment Needed: iPad, internet access, art supplies, digital camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • demonstrate that they are proficient in using the Art Elements in a personal studio art project. • demonstrate that they are proficient in using the Design Principles in a personal studio art project.	Lesson Sequence 1. Discussion and explanation of studio projects. 2. Demonstrate and model the importance of the Art Elements and/or Design Principles in the studio project. 3. Application project(s)	• Practical evaluations • Individual and collaborative work efforts • Sketchbook pages

Differentiation: Each student will address all lessons from an individual perspective. Students can work in collaborative pairs if necessary.

Resources Provided:

- http://getty.edu/education/teachers/building_lessons/formal_analysis.html
- https://www.invisionapp.com/design-defined/design-principles/

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

Curriculum Design Template					
Content Area:	Visual Arts	**Grade Level:**	9-12	**Unit Title:**	Art Elements and Design Principles
Created:	Mary Tarnacki	**Board Approved on:**			



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Unit Overview Template					
Content Area:	Visual Arts	**Grade Level:**	9-12	**Unit Title:**	Using Masterpieces as References
Unit Summary: Students will identify the styles and artistic processes used in the creation of culturally and historically diverse two-dimensional artwork through related research.					
Primary Interdisciplinary Connections: English					
21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy X Life and Career Skills X Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Using student sketchbooks and other related projects, this unit is designed to develop an understanding of how artists use formal elements that govern the creation of works of art in every culture, throughout art history. Students will understand the enduring legacy of masterpieces in their own work.				
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,W.IW
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: With a growth mindset, failure is an important part of success. 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 Writing Domain

CPI#:	Cumulative Progress Indicator (CPI):
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on the student's existing artwork.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12acc.Cr2a	Through experimentation, practice, and persistence, demonstrate the acquisition of skills and knowledge in a chosen art form.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.3.2	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
W.IW.9-10.2.A	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

Unit Essential Questions:

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

Unit Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

Unit Learning Targets:

Students will...

- successfully use the Art Elements in sketchbook and project assignments.

- successfully use the Design Principles in sketchbook and project assignments.
- identify how artists have successfully used the Art Elements and Design Principles to organize visual communication and express ideas.
- understand the enduring legacy of visual art masterpieces.

Evidence of Learning
Summative Assessment: Quizzes, tests, and studio projects **Equipment Needed:** Dedicated Classroom, Art Supplies, Student iPads, Plasma TV, Curriculum Based DVDs **Teacher Resources:** iPad, Plasma TV, Art Supplies, Curriculum Based DVDs
Formative Assessments: • Class Performance • Oral Questioning • Peer Evaluation • Sketchbook Assignments • Self-Evaluation using Checklist • Ongoing Safety Evaluation throughout Course • Artist Reflection Statements

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Artist Research	5 days
Lesson 2 Sketchbook Assignments	5 days
Lesson 3 Application Projects	10 days
Teacher Notes: Time lines will be adjusted as needed. Participation in district-wide activities and other competitions will be incorporated wherever necessary to meet specific deadlines. Other curriculum projects will be dropped during this time period.	
Curriculum Development Resources/Technology Resources: Click the links below to access additional resources used to design this unit: http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html http://www.learn-to-draw.com/figure-drawing http://www.onemotion.com/flash/sketch-paint/ http://www.queeky.com/app https://www.getty.edu/education/teachers/building_lessons/principles_design.pdf http://www.pinterest.com/EllenJayeBenson/elements-and-principles-of-art-design-worksheets/ http://www.pinterest.com/pin/66639269460232699/ MOVEMENT http://art.scholastic.com/Newsletter-Links?displayedRestriction=true/&eml=SN/e/20120817////NL///Art/&ym_MID=1432589&ym_rid=13010841 VAN GOGH http://splitcomplementary.blogspot.tw/2012/02/elements-principles-of-design-icons.html	



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Lesson Plan 1 Template		
Content Area: Visual Art	Lesson Title: Artist Research	Time Frame: 5 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: English, Career Education

Integration of Technology: Students will use the Internet to research the Art Elements for assignments. Students will use the class camera to photograph their work for use in their semester PowerPoints. Using district iPads, students participate in online research and study as resources for lifelong learning. Students will select and use specialized databases for advanced research to solve real-world problems.

Equipment Needed: iPads, student sketchbooks (9 x 12" with spiral), internet access, project specific/various art supplies, digital camera.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • select and research a particular artist and a significant masterpiece. • learn how to look at and appreciate great art. • research and evaluate the effects of the Art Elements and Design Principles in the compositional structure of a selected masterpiece. • complete related application projects.	Lesson Sequence: 1. Identify the styles and artistic processes used in the creation of culturally and historically diverse two-dimensional artwork through related research. 2. Come up with a definition of a masterpiece. 3. Discuss the term appropriation. 4. Complete the research assignment.	• Class performance • Individual and collaborative work efforts • Questioning Q and A • Sketchbook pages

Differentiation: Each student will address all lessons from an individual viewpoint. Students can work in pairs if necessary.

Resources Provided:

- https://ccs.instructure.com/courses/1269129/pages/how-art-works-the-elements-and-principles-of-visual-language-2



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Lesson Plan 2 Template
Content Area: Visual Art Lesson Title: Sketchbook Assignments 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
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒Communication and Collaboration ☒Media Literacy ☐ ICT Literacy
Interdisciplinary Connections: English, Career Education
Integration of Technology: Students will use the Internet to research assignments. Students will use the class camera to photograph their work for use in their semester PowerPoints. Using district iPads, students will explore online activities as resources for lifelong learning. Students will select and use specialized databases for advanced research to solve real world problems.
Equipment Needed: iPad, internet access, art supplies, student sketchbooks (9x12 spiral), digital camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • demonstrate that they are proficient in using the Art Elements in related sketchbook assignments. • demonstrate that they are proficient in using the Design Principles in related sketchbook assignments. • research and apply Art Element and Design Principle related topics in their sketchbooks.	Lesson Sequence: 1. Students will explore how artists use the Art Elements and Design Principles in their work. 2. Demonstrate and model the importance of the Art Elements in sketchbook assignments. 3. Guided practice with design pages. 4. Application sketchbook projects.	• Class performance • Student Practice • Questioning Q and A • Sketchbook pages
Differentiation: Each student will address all lessons from an individual perspective. Students can work in pairs if necessary.		
Resources Provided: • http://getty.edu/education/teachers/building_lessons/formal_analysis.html		



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Lesson Plan 3 Template			
Content Area: Visual Art	Lesson Title: Application Projects	Time Frame: 10 days	
Lesson Components			
21st Century Themes			
☒ Global Awareness	☐ Financial, Economic, Business and Entrepreneurial Literacy		
☒ Civic Literacy	☒ Health Literacy		
21st Century Skills			
☒ Creativity and Innovation	☒ Critical Thinking and Problem Solving	☒ Information Literacy	
☒ Life and Career Skills	☒Communication and Collaboration	☒ Media Literacy	☐ ICT Literacy
Interdisciplinary Connections: English, Career Education			
Integration of Technology: Students will use the Internet to research assignments. Students will use the class camera to photograph their work for use in their semester PowerPoints. Using district iPads, students will explore online activities as resources for lifelong learning. Students will select and use specialized databases for advanced research to solve real world problems.			
Equipment Needed: Dedicated art room, iPad, internet access, art supplies, digital camera			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • demonstrate that they are proficient in using the Art Elements/Design Principles in a personal studio art project. • demonstrate an understanding of how a masterpiece can be used as a reference in creating a new work of art.	Lesson Sequence 1. Discussion and explanation of studio projects. 2. Demonstrate and model the importance of the Art Elements and/or Design Principles in the studio project. 3. Use a masterpiece as a reference in creating a new work of art. 4. Application Project(s)	• Practical evaluations • Individual and collaborative work efforts • Sketchbook pages
Differentiation: Each student will address all lessons from an individual perspective. Students can work in collaborative pairs if necessary.		
Resources Provided: • Teacher generated PowerPoints		



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

Curriculum Design Template					
Content Area:	Visual Arts	**Grade Level:**	9-12	**Unit Title:**	Using Masterpieces as References
Created:	Mary Tarnacki	**Board Approved on:**			



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Unit Overview Template					
Content Area:	Visual Arts	**Grade Level:**	9-12	**Unit Title:**	Drawing
Unit Summary: The goals of this unit are for students to learn and use basic drawing techniques and explore how artists from different time periods and cultures use drawing skills in their artwork..					
Primary Interdisciplinary Connections: English					
21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy X Life and Career Skills X Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Using student sketchbooks and other related projects, this unit is designed to develop an understanding of the drawing skills that govern the creation of all works of art.				
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, W.IW
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: With a growth mindset, failure is an important part of success. 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 Writing Domain

CPI#:	Cumulative Progress Indicator (CPI):
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on the student's existing artwork.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12 acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
SEL.PK-12.1.3	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.
W.IW.9–10.2.A	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

Unit Essential Questions:

- How does creating and performing in the arts differ from viewing the arts?
- When is art criticism vital and when is it beside the point?
- How do I use the elements and principles of design to create effective works of art?
- How does art communicate ideas to others?
- Does art have boundaries?
- What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, 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:

- Though the artist's imagination and intuition drive the work, great art requires skill and discipline to turn notions into a quality product.
- Taking risks with materials can create new forms of artistic expression and can lead to unforeseen outcomes in the artistic process.
- Critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of artwork.
- Breaking accepted norms often gives rise to new forms of artistic expression.
- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

Unit Learning Targets:
Students will...

- research artists who focus on drawing skills in their work.
- be able to use drawing techniques and media to make 2D objects look three-dimensional.
- add photos of their drawings in this unit to their personal digital portfolios.

Evidence of Learning

Summative Assessment: Quizzes, tests, and studio projects.

Equipment Needed: Dedicated classroom, art supplies, student iPads, classroom TV, materials uploaded to Google Classroom.

Teacher Resources: iPad, classroom equipment, classroom TV

Formative Assessments:

- Class performance, oral questioning, peer evaluation, sketchbook assignments, self-evaluation using scoring rubric, quizzes, research assignments, and ongoing safety evaluation throughout the course.

Lesson Plans

Lesson	Time Frame
Lesson 1 Research	5 days
Lesson 2 Drawing Projects	10 days
Lesson 3 Digital Portfolios	5 days

Teacher Notes: Time lines will be adjusted as needed.

Curriculum Development Resources/Technology Resources:
Click the links below to access additional resources used to design this unit:

http://www.getty.edu/education/teachers/index.html

http://www.waynejiang.com/sketchbooks

http://www.pbs.org/wgbh/nova/greatescape/sketchbook.html

http://www.washingtonpost.com/lifestyle/style/picassos-drawings-exhibit-reveals-the-amazing-early-career-of-the-artist/2012/01/24/gIQA026RVQ_story.html



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Lesson Plan 1 Template		
Content Area: Visual Art	Lesson Title: Research	Time Frame: 5 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: English, Career Education

Integration of Technology: Students will research artists who use drawing in their artwork. Additional: Online research, iPads, virtual museum tours. Using district iPads, students will explore online activities as resources for lifelong learning. Students will select and use specialized databases for advanced research to solve real world problems.

Equipment Needed: iPad, student sketchbooks (9 x 12" with spiral), internet access, project-specific/various art supplies.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • research and evaluate the effects of drawing techniques on composition. • research a specific artist from the list provided. • complete application assignments.	Lesson Sequence: 1. Discussion of artists who use drawing skills in dynamic ways to affect their artwork. 2. Guided practice through sketchbook/research assignments. 3. Using the Internet, students will research artists who integrate strong drawing skills into their art. 4. Complete application assignments.	• Class performance • Individual and collaborative work efforts • Questioning Q and A • Sketchbook pages

Differentiation: Each student will address all lessons from an individual viewpoint. Students can work in pairs if necessary.

Resources Provided:

- https://99designs.com/blog/tips/back-to-basics-part-ii-principles-of-design-with-painting/
- https://www.artistsnetwork.com/art-techniques/composition/15-elements-and-principles-of-art/



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Lesson Plan 2 Template			
Content Area: Visual Art	Lesson Title: Drawing Studio	Time Frame: 10 days	
Lesson Components			
21st Century Themes			
☒ Global Awareness	☐ Financial, Economic, Business and Entrepreneurial Literacy		
☐ Civic Literacy	☒ Health Literacy		
21st Century Skills			
☒ Creativity and Innovation	☒ Critical Thinking and Problem Solving	☒ Information Literacy	
☒ Life and Career Skills	☒Communication and Collaboration	☒ Media Literacy	☐ ICT Literacy
Interdisciplinary Connections: English, Career Education			
Integration of Technology: Students will use their iPads and the class camera to take reference photos for their drawings. Using district iPads, students will explore online activities as resources for lifelong learning. Students will select and use specialized databases for advanced research to solve real world problems.			
Equipment Needed: iPad, internet access, art supplies, student sketchbooks, digital camera			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • demonstrate knowledge of basic drawing techniques. • explore how artists from different time periods and cultures use drawing skills in their work. • complete a still-life drawing. • work on an independent study project of personal interest. • participate in both written and oral critiques of their work.	Lesson Sequence 1. Demonstrate basic drawing techniques needed to complete studio assignments. 2. Students will use class time to practice drawing skills in their sketchbooks. 3. Learn how artists zoom in on a subject to abstract it. 4. Application project. May include, but are not limited to: Cubist perspectives and/or reflective surfaces. 5. Written and oral critique will be inserted as needed.	• Class performance • Questioning Q and A • Sketchbook pages • Graded projects • Written and oral critiques
Differentiation: Each student will address all lessons from an individual perspective. Students can work in pairs if necessary. The Independent Study Project is a project that is student developed. It is a project that is of great interest to the student and is worked on every Friday during this unit. Students are expected to be prepared to work on their Independent Study project every week. During the semester there may be times when students have completed the classroom project but the		

class is not ready to move on to the next assignment. It is at that time that students also have the opportunity to work on their Independent Study Project.
Resources Provided: • https://artclasscurator.com/principles-of-design-examples/ • http://www.ndoylefineart.com/design4.html



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Lesson Plan 3 Template				
Content Area: Visual Art	Lesson Title: Digital Portfolios			Time Frame: 5 days
Lesson Components				
21st Century Themes				
☒ Global Awareness	☐ Financial, Economic, Business and Entrepreneurial Literacy			
☐ Civic Literacy	☒ Health Literacy			
21st Century Skills				
☒ Creativity and Innovation	☒ Critical Thinking and Problem Solving		☒ Information Literacy	
☒ Life and Career Skills	☒Communication and Collaboration	☒ Media Literacy	☐ ICT Literacy	
Interdisciplinary Connections: English, Career Education				
Integration of Technology: Students will use the class camera to photograph their work for use in their semester digital portfolios. They will participate in online courses, learning communities, and a virtual world as resources for lifelong learning. Students will select and use specialized databases for advanced research to solve real world problems.				
Equipment Needed: iPad, internet access, art supplies, digital camera				

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • learn how to use the class camera. • learn how to photograph their artwork. • learn how to use Photoshop to crop and make other adjustments in their digitals. • compile digitals of the work they have completed to date.	Lesson Sequence: 1. Discussion and explanation of camera operation. 2. Demonstrate and model how to take a good reference photo. 3. Class time will be set aside for every student to take digitals of their artwork to-date. 4. Demonstrate how to use Photoshop to crop and adjust photos of student work. 5. Explain how to make a digital portfolio. 6. Time will be provided for students to make personal portfolios of their work.	• Practical evaluations • Individual and collaborative work efforts
Differentiation: Each student will address all lessons from an individual perspective. Students can work in collaborative pairs if necessary.		
Resources Provided: • https://www.incredibleart.org/files/elements.htm • http://flyeschool.com/content/elements-artdesign-and-principles-designorganization		



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

Curriculum Design Template					
Content Area:	Visual Arts	**Grade Level:**	9-12	**Unit Title:**	Drawing
Created:	Mary Tarnacki	**Board Approved on:**			



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Unit Overview Template					
Content Area:	Visual Arts	**Grade Level:**	9-12	**Unit Title:**	Painting
Unit Summary: The goals of this unit are for students to learn and use basic drawing techniques and explore how artists from different time periods and cultures use drawing skills in their artwork.					
Primary Interdisciplinary Connections: English					
21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy X Life and Career Skills X Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Using student sketchbooks and other related projects, this unit is designed to develop an understanding of the painting skills that govern the creation of all works of art.				
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, W.IW
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. 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: With a growth mindset, failure is an important part of success. 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 Writing Domain

CPI#:	Cumulative Progress Indicator (CPI):
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12.adv.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.

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
SEL.PK-12.1.2	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.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
W.IW.9–10.2.A	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

Unit Essential Questions:

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does collaboration expand the creative process?
- How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- 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 from different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Unit Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom

and responsibility, while developing and creating artworks. People create and interact with objects, places and design 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 how to mix various color schemes.
- research artists who focus on painting skills in their work.
- be able to use painting techniques and media to make two-dimensional objects look three-dimensional.
- add photos of their paintings in this unit to their personal digital portfolio.

Evidence of Learning
Summative Assessment: Quizzes, tests, and studio projects.
Equipment Needed: Dedicated classroom, art supplies, student iPads, classroom TV.
Teacher Resources: iPad, specialized art equipment, classroom TV
Formative Assessments: Class performance, oral questioning, peer evaluation, sketchbook assignments, self-evaluation using scoring rubric, quizzes, research assignments, graded projects, ongoing safety evaluation throughout the course.

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Research	5 days
Lesson 2 Color Mixing	5 days
Lesson 3 Studio	10 days
Teacher Notes: Time lines will be adjusted as needed.	
Curriculum Development Resources/Technology Resources: Click the links below to access additional resources used to design this unit: http://www.getty.edu/education/teachers/index.html http://www.somepaintings.net/2010-11/hollisheichemerm.html	



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Lesson Plan 1 Template
Content Area: Visual Art Lesson Title: Research Time Frame: 5 days
Lesson Components
21st Century Themes   ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy   ☒ Civic Literacy ☒ Health Literacy
21st Century Skills   ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy   ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy
Interdisciplinary Connections: English, Career Education
Integration of Technology: Students will research artists who use painting as a focus in their artwork. Additional: Online research using iPads. They will participate in online assignments for lifelong learning. Students will select and use specialized databases for advanced research to solve real world problems.
Equipment Needed: iPads, student sketchbooks, internet access, project specific/various art supplies.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • research and evaluate the effects of painting technique on composition. • research a specific artist from the list provided. • complete application assignments.	Lesson Sequence 1. Discussion of artists who use painting skills in dynamic ways to affect their artwork. 2. Guided practice through sketchbook/research assignments. 3. Using the Internet, students will explore websites of artists who integrate strong painting skills in their art. 4. Application assignments.	• Class performance • Individual and collaborative work efforts • Questioning Q and A • Sketchbook pages
Differentiation: Each student will address all lessons from an individual viewpoint. Students can work in pairs if necessary.		
Resources Provided: • https://www.artistsnetwork.com/art-techniques/composition/15-elements-and-principles-of-art/		



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Lesson Plan 2 Template		
Content Area: Visual Art Lesson Title: Color Mixing Time Frame: 5 days		
Lesson Components		
21st Century Themes ☒ 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 X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: English		
Integration of Technology: Students will research artists who use painting as a focus in their artwork. Additional: Online research using iPads. They will participate in online assignments for lifelong learning. Students will select and use specialized databases for advanced research to solve real world problems.		
Equipment Needed: iPad		
Goals/Objectives	**Learning Activities/ Instructional Strategies**	**Formative Assessment Tasks**
Students will: • understand how color affects a work of art. • demonstrate the appropriate use of color. • create a monochromatic color scheme. • mix analogous colors.	Lesson Sequence 1. Demonstration of how to make different color samples. 2. Guided practice. 3. Application assignments.	• Practical evaluations • Individual and collaborative work efforts • Graded worksheets
Differentiation: Each student will address all lessons from an individual perspective. Students can work in collaborative pairs if necessary.		
Resources Provided: • https://www.masteroilpainting.com/31-composition-concepts-painting/ • https://www.artistsnetwork.com/art-techniques/composition/15-elements-and-principles-of-art/		



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Lesson Plan 3 Template		
Content Area: Visual Art	Lesson Title: Studio	Time Frame: 10 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☒ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: English, Career Education

Integration of Technology: Students will research artists who use painting as a focus in their artwork. Additional: Online research using iPads. They will participate in online assignments for lifelong learning. Students will select and use specialized databases for advanced research to solve real world problems.

Equipment Needed: iPad, internet access, art supplies, student sketchbooks, digital camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • demonstrate knowledge of basic painting techniques. • demonstrate that they are proficient in using painting media. • complete a painting. • participate in both written and oral critiques of their work. • work on an Independent Study project.	Lesson Sequence 1. Demonstrate basic painting techniques and tools needed to complete studio assignments. 2. Students will use class time to practice painting skills. 3. Application projects. 4. Written and oral critique will be inserted as needed.	• Class performance • Questioning Q and A • Sketchbook pages • Graded projects • Written and oral critiques

Differentiation: Each student will address all lessons from an individual perspective.
The Independent Study Project is a project that is student developed. It is a project that is of great interest to the student and is worked on every Friday during this unit. Students are expected to be prepared to work on their Independent Study project every week. During the semester there may be times when students have completed the classroom project but the class is not ready to move on to the next assignment. It is at that time that students also have the opportunity to work on their Independent Study Project.

Resources Provided:

- https://www.masteroilpainting.com/31-composition-concepts-painting/
- https://www.sophia.org/tutorials/design-in-art-balance-and-contrast



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

Curriculum Design Template					
Content Area:	Visual Arts	**Grade Level:**	9-12	**Unit Title:**	Painting
Created:	Mary Tarnacki	**Board Approved on:**			



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Unit Overview Template					
Content Area:	Visual Arts	**Grade Level:**	9-12	**Unit Title:**	Portfolio Review
Unit Summary: The goals of this unit are for students to complete, document, and critique portfolio projects.					
Primary Interdisciplinary Connections: History, English					
21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy X Life and Career Skills X Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Using student sketchbooks and other semester projects, this unit is focused on teaching students how to save, organize, critique, and reflect on their artwork in a digital portfolio. Students will also understand the significance of portfolio use in the career paths of different artists.				
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, W.IW
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: With a growth mindset, failure is an important part of success. 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 Writing Domain

CPI#:	Cumulative Progress Indicator (CPI):
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
SEL.PK-12.1.4	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.
W.IW.9–10.2.A	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

Unit Essential Questions:

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does collaboration expand the creative process?
- How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- 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:

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

Unit Learning Targets:

Students will...

- research artists who translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
- save, document and critique their semester work in a digital portfolio.
- add photos of their semester work to their personal digital portfolio.



Evidence of Learning
Summative Assessment: Quizzes, tests, and studio projects. **Equipment Needed:** Dedicated Classroom, Art Supplies, Student iPads, Classroom TV. Materials uploaded to Google Classroom **Teacher Resources:** iPad, specialized art equipment, classroom TV
Formative Assessments: Class performance, oral questioning, peer evaluation, sketchbook assignments, self-evaluation using scoring rubric, quizzes, research assignments, graded projects, ongoing safety evaluation throughout the course.

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Final Studio Project	10 days
Lesson 2 Portfolio Documentation and Critique	5 days
Lesson 3 Careers in Art or Why Artists Need Portfolios	5 days
Teacher Notes: Time lines will be adjusted as needed.	
Curriculum Development Resources/Technology Resources: Click the links below to access additional resources used to design this unit: http://www.getty.edu/education/teachers/index.html http://artsmarts4kids.blogspot.com/2007/12/picassos-musical-collages.html http://www.huffingtonpost.com/2011/07/09/ten-art-jobs-with-the-brightest-futures_n_893326.html#s305882&title=1_Museum_Technician www.artlex.com	



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 1 Template
Content Area: Visual Art Lesson Title: Final Studio Project Time Frame: 10 days
Lesson Components
21st Century Themes ☐ Global Awareness ☒Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy
21st Century Skills ☒Creativity and Innovation ☒Critical Thinking and Problem Solving ☒Information Literacy ☒Life and Career Skills ☒Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy
Interdisciplinary Connections: English, Career Education
Integration of Technology: Online research using iPads. They will participate in online assignment activities for lifelong learning. Students will select and use specialized databases for advanced research to solve real world problems.
Equipment Needed: iPads, student sketchbooks (9 x 12" with spiral), internet access, project specific/various art supplies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • translate literary, musical, theatrical, and dance compositions as stimulus/inspiration for corresponding visual artworks. • explore artists who have used stimuli from literature and the performing arts as inspiration for their own work. • complete artist research. • complete related studio project.	Lesson Sequence 1. Discussion of artists who use musical and dance references as stimulus/inspiration for their own work. 2. Using the Internet, students will explore websites of artists who integrate references to other arts disciplines in their own work. 3. Complete sketchbook assignments. 4. Complete studio project. 5. Make additions to the digital portfolio.	• Class performance • Individual and collaborative work efforts • Questioning Q and A • Sketchbook pages • On-going research
Differentiation: Each student will address all lessons from an individual viewpoint. Students can work in pairs if necessary.		
Resources Provided: • Selected PowerPoints. • http://artsmarts4kids.blogspot.com/2007/12/picassos-musical-collages.html • http://www.interlude.hk/front/in-tune/picasso-and-music/ • http://www.shafe.co.uk/art/introduction_to_modern_art_9-2-04_-_cubism.asp • http://www.radford.edu/rbarris/Women%20and%20art/miriam%20schapiro.html		



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Lesson Plan 2 Template		
Content Area: Visual Arts	Lesson Title: Portfolio Documentation/Critique	Time Frame: 5 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: English, Career Education

Integration of Technology: Online research using iPads. They will participate in online assignment activities for lifelong learning. Students will select and use specialized databases for advanced research to solve real world problems.

Equipment Needed: iPad

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • finish all portfolio pieces. • take digitals of all work produced, including selected sketchbook pages. • create a digital portfolio of their semester work. • critique individual and group portfolios.	Lesson Sequence: 1. Students will finish up taking digitals of their semester work. 2. Students will put their projects in a digital portfolio. 3. Critiques will be both oral and written.	• Practical evaluations • Individual and collaborative work efforts • Graded critiques • Artist response statement

Differentiation: Each student will address all lessons from an individual perspective. Students can work in collaborative pairs if necessary.

Resources Provided:

- http://www.myinkblog.com/elements-of-an-awesome-artist-portfolio/



SPRINGFIELD PUBLIC SCHOOLS
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Lesson Plan 3 Template

Content Area: Visual Art Lesson Title: Careers in Art or Why Artists Need Portfolios
Time Frame: 5 days

Lesson Components

21st Century Themes

☒ 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 ***X***Information Literacy
X Life and Career Skills ***X*** Communication and Collaboration ***X*** Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness

Integration of Technology: Students will use their iPads and the class camera to take reference photos for their semester work. They will participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning. Students will select and use specialized databases for advanced research to solve real world problems.

Equipment Needed: iPad, internet access, art supplies, student sketchbooks (9x12 spiral), digital camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • discuss the wide range of careers in art. • understand the different kinds of portfolios artists can have. • understand why artists need portfolios in the workspace.	Lesson Sequence 1. Show students videos on careers in the arts. 2. Students will use class time to discuss art careers. 3. Students will select one career area they are interested in and research it. 4. Findings will be placed in their sketchbooks and shared with other class members.	• Class performance • Questioning Q and A • Sketchbook pages • Artist response statement

Differentiation: Each student will address all lessons from an individual perspective.

Resources Provided:

- http://www.huffingtonpost.com/2011/07/09/ten-art-jobs-with-the-brightest-futures_n_893326.html#s305882&title=1_Museum_Technician



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Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Visual Arts	**Grade Level:**	9-12	**Unit Title:**	Portfolio Review
Created	Mary Tarnacki	**Board Approved on:**			



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

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



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Accommodations and Modifications for ESL Students

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

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

What Does the Gifted and Talented Experience Look Like?

Springfield Public Schools

Mission Statement

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

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

Goals:

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

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

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

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

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

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

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

Early Childhood Center
Edward V. Walton

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

Elementary Schools
James Caldwell
Thelma L. Sandmeier

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

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

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment 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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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.