

SPRINGFIELD PUBLIC SCHOOLS

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

# Springfield Public Schools
Springfield, New Jersey 07081

# **Foundations in Crafts**
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 of Curriculum and Instruction**

**Curriculum Developed By:**

**Norman Francis, Jr., Ed.D. ~ Principal**

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

**Mary Tarancki ~ Teacher**



SPRINGFIELD PUBLIC SCHOOLS

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

| Unit Overview Template | | | | | |
|---|---|---|---|---|---|
| **Content Area:** | Visual Art | **Grade Level:** | 9-12 | **Unit Title:** | Ceramic Construction (Handbuilding) Techniques |
| **Unit Summary:** The goal of this unit is to introduce students to the handbuilding construction techniques used to create ceramic forms. | | | | | |
| **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 related projects, this unit is designed to develop an understanding of the handbuilding construction techniques that govern the creation of ceramic forms 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 |
| **Content Statements:** | Anchor Standard 1: Generating and conceptualizing ideas.<br>Anchor Standard 2: Organizing and developing ideas.<br>Core Idea: There are strategies to improve one's professional value and marketability.<br>Core Idea: With a growth mindset, failure is an important part of success.<br>SEL.PK-12.1: Self-Awareness<br>SEL.PK-12.2: Self-Management<br>SEL.PK-12.3: Social Awareness<br>SEL.PK-12.4: Responsible Decision-Making<br>SEL.PK-12.5: Relationship Skills<br>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, 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 designs that define, shape, enhance, and empower their lives.

**Unit Learning Targets:**

Students will...

- Use the basic handbuilding skills to create 3D forms.
- Create a number of interesting textures for their work.
- have a basic understanding of how glaze/color enhances their forms.





| Evidence of Learning |
|---|
| **Summative Assessment:** Quizzes, tests, and studio projects.<br>**Equipment Needed:** Dedicated Classroom, Art Supplies, Student iPads, Plasma TV<br>**Teacher Resources:** Computer, Plasma TV, Art Supplies |
| **Formative Assessments:**<br>• Class performance<br>• Oral questioning<br>• Peer evaluation<br>• Ongoing safety evaluation throughout the course.<br>• Artist Reflection Statement |

| Lesson Plans | |
|---|---|
| **Lesson** | **Time Frame** |
| **Lesson 1** Surface Texturing | 5 days |
| **Lesson 2** Handbuilding Techniques | 20 days |
| **Lesson 3** Glazing Techniques | 5 days |
| **Teacher Notes:** Timelines will be adjusted as needed. | |
| **Curriculum Development Resources/Technology Resources:**<br>*Click the links below to access additional resources used to design this unit:*<br>YouTube: The Pottery Wheel, How to Make a Slab Built Mug, Paula Armstrong Ceramics, A quick video of some different ways of adding surface texture to clay<br>Clay Pottery Slab Building : Lace Texture Tips for Clay Slabs<br>Bridges Pottery Slab Construction Demo | |



SPRINGFIELD PUBLIC SCHOOLS

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

| Lesson Plan 1 Template | | | |
|---|---|---|---|
| Content Area: Visual Art | Lesson Title: Surface Texturing | | 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 handbuilding techniques and 3D artists for assignments. Students will use the class camera to photograph their work. Additional: Web Quests, wireless Ipad, virtual museum tours, multimedia presentations, video streaming, podcasting.

**Equipment Needed:** iPads, Internet access, Project Specific/Various Art Supplies, Digital Camera, Kiln

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Create a number of surface treatments for their 3D forms.<br>• Research and evaluate surface treatments used in other cultures and time periods. | Lesson Sequence<br>1. Discussion and explanation of the surface decoration for 3D forms.<br>2. Demonstrate and model surface treatments.<br>3. Guided practice.<br>4. Application projects. | • Class performance<br>• Individual and collaborative work efforts<br>• Questioning Q and A |

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

**Resources Provided:** Internet Websites, Google Classroom Resources, YouTube videos on surface texturing.



SPRINGFIELD PUBLIC SCHOOLS

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

| Lesson Plan 2 Template | | | |
|---|---|---|---|
| Content Area: Visual Art | Lesson Title: Handbuilding Techniques | | Time Frame: 20 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. Students will turn in assignments on Google Classroom.

**Equipment Needed:** iPads, Internet access, Project Specific/Various Art Supplies, Digital Camera

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Demonstrate that they are proficient in making basic hand-built forms.<br>• Use the score and slip method to attach pieces of ceramic construction to one another.<br>• Complete application projects. | Lesson Sequence<br>1. Discussion and explanation of handbuilding techniques and forms.<br>2. Demonstrate and model the score and slip method of attaching clay pieces together for more interest in ceramic forms.<br>3. Guided Practice<br>4. Application assignments. | • Class performance<br>• Questioning Q and A<br>• Artist response statement |

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

**Resources Provided:** YouTube Videos



SPRINGFIELD PUBLIC SCHOOLS

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

| Lesson Plan 3 Template | | | |
|---|---|---|---|
| Content Area: Visual Art | Lesson Title: Glazing Techniques | | 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.

**Equipment Needed:** iPads, Internet access, Project Specific/Various Art Supplies, Digital Camera

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Demonstrate that they are proficient in using a variety of glaze applications to enhance their hand-built constructed pieces.<br>• Research and apply how 3D artists use color. | Lesson Sequence<br>1. Discussion and explanation of glazing techniques.<br>2. Demonstrate and model the importance of color choice and application on a 3D form.<br>3. Guided Practice<br>4. Explore how other 3D artists use color in their ceramic work.<br>5. Application projects. | • Practical evaluations<br>• 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:** YouTube Videos on Glazing Techniques



SPRINGFIELD PUBLIC SCHOOLS

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

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

| Curriculum Design Template | | | | | |
|---|---|---|---|---|---|
| **Content Area:** | Visual Arts | **Grade Level:** | 9-12 | **Unit Title:** | Ceramic Construction (Handbuilding) Techniques |
| **Created:** | Mary Tarnacki | **Board Approved on:** | | | |



SPRINGFIELD PUBLIC SCHOOLS

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

| Unit Overview Template | | | | | |
|---|---|---|---|---|---|
| **Content Area:** | Visual Art | **Grade Level:** | 9-12 | **Unit Title:** | Art Elements |

**Unit Summary:** The goal of this unit is for the student to explore applications of the Art Elements in ceramic forms.

**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 related projects, this unit is designed to develop an understanding of the Art Elements that govern the creation of ceramic forms 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.<br>Anchor Standard 2: Organizing and developing ideas.<br>Core Idea: There are strategies to improve one's professional value and marketability.<br>Core Idea: With a growth mindset, failure is an important part of success.<br>SEL.PK-12.1: Self-Awareness<br>SEL.PK-12.2: Self-Management<br>SEL.PK-12.3: Social Awareness<br>SEL.PK-12.4: Responsible Decision-Making<br>SEL.PK-12.5: Relationship Skills<br>Writing Domain |

| CPI#: | Cumulative Progress Indicator (CPI): |
|---|---|
| 1.5.12 prof.Cr1a | Use multiple approaches to begin creative endeavors. |
| 1.5.12 acc.Cr1a | Individually and collaboratively formulate new creative problems based on student's existing artwork. |
| 1.5.12 prof.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-12.1.2 | 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.11-12.2.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 so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid 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...

- engage creatively with ceramics to demonstrate Art Elements.

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

| Lesson Plans | |
|---|---|
| **Lesson** | **Time Frame** |
| **Lesson 1** Art Elements | 5 days |
| **Lesson 2** Application of the Art Elements in studio projects | 20 days |
| **Lesson 3** Wheel Throwing Demonstration and Application | 5 days |
| **Teacher Notes:** Timelines will be adjusted as needed to accommodate other district-wide projects. | |
| **Curriculum Development Resources/Technology Resources:**<br>*Click the links below to access additional resources used to design this unit:*<br>http://pottery.about.com/od/apottersconceptualspace/tp/formelements.htm<br>http://www.youtube.com/watch?v=x1RvYQJneRE (Greek Amphora)<br>http://www.youtube.com/watch?v=M9-hAJ8IrmU (Throwing a bowl with Emily Reason)<br>YouTube Videos on Ceramics and Throwing on a Wheel | |



SPRINGFIELD PUBLIC SCHOOLS

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

| Lesson Plan 1 Template | | | |
|---|---|---|---|
| Content Area: Visual Art | Lesson Title: Art Elements | | 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. Additional: Web Quests, wireless iPad, virtual museum tours, multimedia presentations, video streaming, podcasting.

**Equipment Needed:** iPads, Internet access, Project Specific/Various Art Supplies, Digital Camera, Kiln

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Define all seven Art Elements.<br>• Identify how the Art Elements are used in formal analysis.<br>• Research and evaluate the effects of the Art Elements in ceramic structure. | Lesson Sequence<br>1. Introduction and explanation of the seven Art Elements.<br>2. Guided Practice<br>3. Student individualized and group practice<br>4. Students will explore how different artists use the Art Elements in their 3D work.<br>5. Application of assignment<br>6. Observation or individual conferencing. | • Class Performance<br>• Student Practice<br>• Questioning Q and A<br>• Scoring Rubric<br>• Artist reflection statement |

**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
- Art Elements worksheet
- Selected YouTube Videos



SPRINGFIELD PUBLIC SCHOOLS

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

| Lesson Plan 2 Template | | | |
|---|---|---|---|
| Content Area: Visual Art | Lesson Title: Application of Art Elements in Studio Project | | Time Frame: 20 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. Students will submit assignments on Google Classroom.

**Equipment Needed:** iPads, Internet access, Project Specific/Various Art Supplies, Digital Camera

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Demonstrate that they know the Art Elements.<br>• Demonstrate that they are proficient in using the Art Elements in related project assignments. | Lesson Sequence<br>1. Introduction and demonstration of various ceramic projects focusing on the Art Elements.<br>2. Demonstrate and model the importance of the Art Elements in Ceramic forms.<br>3. Application assignments.<br>4. Students will make ceramic forms focusing on the Art Elements.<br>5. Observation or individual conferencing. | • Class performance<br>• Student Practice<br>• Questioning Q and A<br>• Scoring Rubric<br>• Artist reflection statement |

**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



SPRINGFIELD PUBLIC SCHOOLS

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

| Lesson Plan 3 Template | | | |
|---|---|---|---|
| Content Area: Visual Art | Lesson Title: Throwing on a Wheel | | 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. Students will turn in assignments on Google Classroom.

**Equipment Needed:** iPads, Internet access, Project Specific/Various Art Supplies, Digital Camera

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Demonstrate that they are proficient in operating the wheel and understand all safety procedures.<br>• Identify the Art Elements that will be used in their project.<br>• Create a wheel thrown project. | Lesson Sequence<br>1. Introduction and demonstration of Wheel Throwing.<br>2. Students will watch YouTube videos and Curriculum-Based Class videos on Wheel Throwing as guided practice.<br>3. Application assignment.<br>4. Observation or individual conferencing. | • Practical evaluations<br>• Class performance<br>• Student practice<br>• Rubric<br>• Artist reflection statement |

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

**Resources Provided:** YouTube videos on throwing basic forms on the wheel. Curriculum-based DVDs on wheel throwing.





| 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:** | Art Elements |
| **Created:** | Mary Tarnacki | **Board Approved on:** | | | |



SPRINGFIELD PUBLIC SCHOOLS

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

| Unit Overview Template | | | | | |
|---|---|---|---|---|---|
| **Content Area:** | Visual Art | **Grade Level:** | 9-12 | **Unit Title:** | Design Principles |

**Unit Summary:** The goal of this unit is for the student to explore applications of the Design Principles in ceramic forms.

**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 related projects, this unit is designed to develop an understanding of the Design Principles that govern the creation of ceramic forms 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, W.IW |
| **Content Statements:** | Anchor Standard 1: Generating and conceptualizing ideas.<br>Anchor Standard 2: Organizing and developing ideas.<br>Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding<br>Core Idea: There are strategies to improve one's professional value and marketability.<br>Core Idea: With a growth mindset, failure is an important part of success.<br>SEL.PK-12.1: Self-Awareness<br>SEL.PK-12.2: Self-Management<br>SEL.PK-12.3: Social Awareness<br>SEL.PK-12.4: Responsible Decision-Making<br>Writing Domain |

| CPI#: | Cumulative Progress Indicator (CPI): |
|---|---|
| 1.5.12 prof.Cr1a | Use multiple approaches to begin creative endeavors. |
| 1.5.12 acc.Cr1a | Individually and collaboratively formulate new creative problems based on the student's existing artwork. |
| 1.5.12 prof.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. |
| 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-12.1.3 | 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.11-12.2.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 so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding 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 of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

**Unit Enduring Understandings:**

- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- 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.



SPRINGFIELD PUBLIC SCHOOLS

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

**Unit Learning Targets:**
Students will...
- utilize Design Principles in their studio projects.

| Evidence of Learning |
|---|
| **Summative Assessment:** Quizzes, tests, and studio projects<br>**Equipment Needed:** Dedicated Classroom, Art Supplies, Student Ipads, Plasma TV, Curriculum-Based DVDs<br>**Teacher Resources:** iPad, Plasma TV, Art Supplies, Curriculum-Based DVDs |
| **Formative Assessments:**<br>Class performance, oral questioning, peer evaluation, self-evaluation, using a scoring rubric, and ongoing safety evaluation throughout the course |

| Lesson Plans | |
|---|---|
| **Lesson** | **Time Frame** |
| **Lesson 1** Design Principles | 5 days |
| **Lesson 2** Application of the Design Principles in studio projects | 15 hours |
| **Lesson 3** Use of Art History, Symbolism, Humor, Theatrical or Musical references as stimulus for visual artworks | 10 days |
| **Teacher Notes:** Timelines will be adjusted as needed. | |
| **Curriculum Development Resources/Technology Resources:**<br>*Click the links below to access additional resources used to design this unit:*<br>• http://pottery.about.com/od/apottersconceptualspace/tp/3ddesign.htm<br>• http://www.youtube.com/watch?v=7Pc_QNzv87k (Mike Murphy's Ceramic Buildings)<br>• YouTube Videos on Ceramics<br>• Art 21 Series<br>• Curriculum-Based DVDs | |



SPRINGFIELD PUBLIC SCHOOLS

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

| Lesson Plan 1 Template | | | |
|---|---|---|---|
| Content Area: Visual Art | Lesson Title: Art Elements | | 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. Additional: Webquests, wireless iPad, virtual museum tours, multimedia presentations, video streaming, podcasting.

**Equipment Needed:** iPads, Internet access, Project Specific/Various Art Supplies, Digital Camera, Kiln

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Define all seven Art Elements.<br>• Identify how the Art Elements are used in formal analysis.<br>• Research and evaluate the effects of the Art Elements in ceramic structure. | Lesson Sequence<br>1. Introduction and explanation of the seven Art Elements.<br>2. Guided Practice<br>3. Student individualized and group practice<br>4. Students will explore how different artists use the Art Elements in their 3D work.<br>5. Application of assignment<br>6. Observation or individual conferencing. | • Class Performance<br>• Student Practice<br>• Questioning Q and A<br>• Scoring Rubric<br>• Artist reflection statement |

**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
- Art Elements worksheet
- Selected YouTube Videos



SPRINGFIELD PUBLIC SCHOOLS

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

| Lesson Plan 2 Template | | | |
|---|---|---|---|
| Content Area: Visual Art | Lesson Title: Application of Design Principles in Studio Project | | Time Frame: 15 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.

**Equipment Needed:** iPads, Internet access, Project Specific/Various Art Supplies, Digital Camera, Kiln

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Demonstrate that they know the Design Principles.<br>• Demonstrate that they are proficient in using the Design Principles in related project assignments. | Lesson Sequence<br>1. Introduction of various ceramic projects focusing on the Design Principles.<br>2. Demonstrate and model the importance of the Design Principles in Ceramic forms.<br>3. Application assignments.<br>4. Students will make ceramic forms focusing on the Design Principles<br>5. Observation or individual conferencing. | • Class performance<br>• Student Practice<br>• Questioning Q and A<br>• Scoring Rubric<br>• Artist reflection statement |

**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
- YouTube Videos



SPRINGFIELD PUBLIC SCHOOLS

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

| Lesson Plan 3 Template | | | | | |
|---|---|---|---|---|---|
| Content Area: | Visual Art | Lesson Title: | Other Art Forms as Stimulus for Student Projects | 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.

**Equipment Needed:** iPads, Internet access, Project Specific/Various Art Supplies, Digital Camera

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Learn to research other art forms as a stimulus for new project ideas.<br>• Identify the Art Elements and Design Principles that will be used in their project.<br>• Create a related project based on stimulus from other art forms. | Lesson Sequence<br>1. Introduction and demonstration.<br>2. Students will research other art forms as a stimulus for their current project.<br>3. Application assignment.<br>4. Observation or individual conferencing. | • Practical evaluations<br>• Class performance<br>• Student practice<br>• Rubric<br>• Artist reflection statement |

**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
- YouTube Videos





## 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:** | Design Principles |
| **Created:** | Mary Tarnacki | **Board Approved on:** | | | |



SPRINGFIELD PUBLIC SCHOOLS

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

| Unit Overview Template | | | | | |
|---|---|---|---|---|---|
| **Content Area:** | Visual Art | **Grade Level:** | 9-12 | **Unit Title:** | Continued Application of Art Elements and Design Principles |
| **Unit Summary:** The goal of this unit is for the student to explore further applications of the Art Elements and Design Principles in researching and making 3D forms, such as an accordion book. | | | | | |
| **Primary Interdisciplinary Connections:** English, Career Readiness | | | | | |
| ***21st Century Themes*** ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy | | | | | |
| **Unit Rationale:** | Using related projects, this unit is designed to continue an understanding of the Art Elements and Design Principles that govern the creation of 3D forms in every culture throughout art history. Students are going to research and make a book with a limited edition of print. Students will research a 3D artist to be included in their book. | | | | |
| **Career Readiness:** 9.2, 9.4 | | | | | |

| Learning Targets | |
|---|---|
| **Standards:** | 1.5, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4 |
| **Content Statements:** | Anchor Standard 1: Generating and conceptualizing ideas.<br>Anchor Standard 2: Organizing and developing ideas.<br>Core Idea: There are strategies to improve one's professional value and marketability.<br>Core Idea: With a growth mindset, failure is an important part of success.<br>SEL.PK-12.1: Self-Awareness<br>SEL.PK-12.2: Self-Management<br>SEL.PK-12.3: Social Awareness<br>SEL.PK-12.4: Responsible Decision-Making<br>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-12.1.4 | 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.11-12.2.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 so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding 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...

- Successfully use the Art Elements and Design Principles in bookmaking projects.
- Make a limited edition print for their book.
- Research an artist involved in making 3D forms to be included in their book.

| Evidence of Learning |
|---|
| **Summative Assessment:** Quizzes, tests, and studio projects<br>**Equipment Needed:** Dedicated Classroom, Art Supplies, Student Ipads, Plasma TV, Curriculum Based DVDs<br>**Teacher Resources:** Computer, Plasma TV, Art Supplies, Curriculum Based DVDs |
| **Formative Assessments:** Class performance, oral questioning, peer evaluation, self-evaluation, using a scoring rubric, and ongoing safety evaluation throughout the course. |

| Lesson Plans | |
|---|---|
| **Lesson** | **Time Frame** |
| **Lesson 1** Bookmaking | 15 days |
| **Lesson 2** Research a 3D Artist | 5 days |
| **Lesson 3** Printmaking | 5 days |
| **Teacher Notes:** | |
| **Curriculum Development Resources/Technology Resources:**<br>*Click the links below to access additional resources used to design this unit:*<br>Internet Research on 3D artists<br>Internet Research on Bookmaking<br>Curriculum-Based DVDs | |



SPRINGFIELD PUBLIC SCHOOLS

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

| Lesson Plan 1 Template | | |
|---|---|---|
| Content Area: Visual Art | Lesson Title: Bookmaking | Time Frame: 15 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 bookmaking and page design concepts. Students will use the class camera to photograph their work. Additional: Webquests, wireless iPad, virtual museum tours, multimedia presentations, video streaming, podcasting.

**Equipment Needed:** iPads, Internet access, Project Specific/Various Art Supplies, Digital Camera

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Make an accordion book.<br>• Students will use the Art Elements and Design Principles to enhance page design in their books.<br>• Complete various project pages to insert into their book construction. | Lesson Sequence<br>1. Introduction and demonstration of bookmaking projects.<br>2. Student practice.<br>3. Application of assignment<br>4. Observation or individual conferencing. | • Class Performance<br>• Student Practice<br>• Questioning Q and A<br>• Scoring Rubric<br>• Artist reflection statement |

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

**Resources Provided:**

- Bookmaking handout
- Internet Research
- YouTube Videos on 3D Artists



SPRINGFIELD PUBLIC SCHOOLS

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

| Lesson Plan 2 Template | | | |
|---|---|---|---|
| Content Area: Visual Art | Lesson Title: Research a 3D Artist | | 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.

**Equipment Needed:** iPads, Internet access, Project Specific/Various Art Supplies, Digital Camera

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Research a 3D artist for their book.<br>• Understand how their artist uses the Art Elements and Design Principles successfully in his/her work.<br>• Put completed research in their books using templates. | Lesson Sequence:<br>1. Introduction of research component.<br>2. Student practice.<br>3. Application of assignment<br>4. Observation or individual conferencing. | • Class Performance<br>• Student Practice<br>• Questioning Q and A<br>• Scoring Rubric<br>• Artist reflection statement |

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

**Resources Provided:**

- Research an artist handout
- YouTube videos.
- Art History references.
- Internet research



SPRINGFIELD PUBLIC SCHOOLS

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

| Lesson Plan 3 Template | | | |
|---|---|---|---|
| Content Area: Visual Art | Lesson Title: Printmaking | | 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.

**Equipment Needed:** iPads, Internet access, Project Specific/Various Art Supplies, Digital Camera

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Learn basic printmaking techniques.<br>• Make a linoleum print.<br>• Produce a limited edition of their print. | Lesson Sequence<br>1. Introduction and demonstration of Printmaking techniques and safety procedures.<br>2. Students will practice printmaking techniques.<br>3. Application assignment.<br>4. Observation or individual conferencing. | • Practical evaluations<br>• Class performance<br>• Student practice<br>• Rubric<br>• Artist reflection statement |

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

**Resources Provided:**

- YouTube videos.
- Art History references.
- Internet research.





| 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:** | Continued Application of Art Elements and Design Principles |
| **Created:** | Mary Tarnacki | **Board Approved on:** | | | |



SPRINGFIELD PUBLIC SCHOOLS

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

| Unit Overview Template | | | | | |
|---|---|---|---|---|---|
| **Content Area:** | Visual Art | **Grade Level:** | 9-12 | **Unit Title:** | Semester Review |
| **Unit Summary:** The goals of this unit are for students to complete and critique semester projects. | | | | | |
| **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 semester projects, this unit is focused on teaching students how to critique and reflect on their semester artwork. Career paths in 3D art will also be explored. | | | | |
| **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.<br>Anchor Standard 2: Organizing and developing ideas.<br>Core Idea: There are strategies to improve one's professional value and marketability.<br>Core Idea: With a growth mindset, failure is an important part of success.<br>SEL.PK-12.1: Self-Awareness<br>SEL.PK-12.2: Self-Management<br>SEL.PK-12.3: Social Awareness<br>SEL.PK-12.4: Responsible Decision-Making<br>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-12.1.4 | 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.11-12.2.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 so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding 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...

- Critique their semester work.
- Research paths leading to careers in crafts or 3D art.
- Review key vocabulary and techniques for the semester exam.



SPRINGFIELD PUBLIC SCHOOLS

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

| Evidence of Learning |
|---|
| **Summative Assessment:** Quizzes, tests, and studio projects<br>**Equipment Needed:** Dedicated Classroom, Art Supplies, Student Ipads, Plasma TV<br>**Teacher Resources:** Computer, Plasma TV, Art Supplies |
| **Formative Assessments:**<br>• Class performance, oral questioning, peer evaluation, self-evaluation using scoring rubric, quizzes, research assignments, graded projects, and ongoing safety evaluation throughout the course. |

| Lesson Plans | |
|---|---|
| **Lesson** | **Time Frame** |
| **Lesson 1** Final Studio Project | 20 days |
| **Lesson 2** Critique Semester Work | 5 days |
| **Lesson 3** Research Career Paths 3D Art | 5 days |
| **Teacher Notes:** Timelines will be adjusted as needed. | |
| **Curriculum Development Resources/Technology Resources:**<br>*Click the links below to access additional resources used to design this unit:* | |



SPRINGFIELD PUBLIC SCHOOLS

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

| Lesson Plan 1 Template | | | |
|---|---|---|---|
| Content Area: Visual Art | Lesson Title: Final Project | | Time Frame: 20 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 3D forms as a focus in their artwork. Additional: Webquests, wireless iPad, virtual museum tours, multimedia presentations, video streaming, podcasting.

**Equipment Needed:** iPads, Internet access, Project Specific/Various Art Supplies

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Complete the final project. | Lesson Sequence<br>1. Introduction and demonstration of the final project.<br>2. Guided practice<br>3. Student practice<br>4. Application of assignment<br>5. Observation or individual conferencing | • Class performance<br>• Student practice and application<br>• Questioning Q and A |
| **Differentiation:** Each student will address all lessons from an individual viewpoint. Students can work in pairs if necessary. | | |
| **Resources Provided:** Selected PowerPoints. | | |



SPRINGFIELD PUBLIC SCHOOLS

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

| Lesson Plan 2 Template | | | | | |
|---|---|---|---|---|---|
| Content Area: | Visual Art | Lesson Title: | Semester Reflection and 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:** Webquests, iPad, virtual museum tours, multimedia presentations, video streaming, podcasting

**Equipment Needed:** iPads

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Complete a critique of semester work.<br>• Critique the work of another student. | Lesson Sequence:<br>1. Demonstration of proper critique format.<br>2. Student individualized and group practice.<br>3. Critiques will be both oral and written.<br>4. Application assignment.<br>5. Observation or individual conferences | • Practical evaluations<br>• Individual and collaborative work efforts<br>• Graded critiques<br>• Artist reflection statement |

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

**Resources Provided:**

- Teacher provided PowerPoint
- YouTube Videos



SPRINGFIELD PUBLIC SCHOOLS

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

| Lesson Plan 3 Template | | | |
|---|---|---|---|
| Content Area: Visual Art | Lesson Title: Careers in 3D Art | | 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 their iPads and the class camera to take reference photos for their semester work.

**Equipment Needed:** iPads, Internet access, Project Specific/Various Art Supplies, Digital Camera, Kiln

| Goals/Objectives | Learning Activities/ Instructional Strategies | Formative Assessment Tasks |
|---|---|---|
| Students will:<br>• Discuss the wide range of careers in 3D art.<br>• Create a PowerPoint on a selected career path. | Lesson Sequence<br>1. Show students videos on careers in art.<br>2. Students will use class time to discuss art careers.<br>3. Students will select one career area they are interested in and research it.<br>4. Students will share a PowerPoint with other students. | • Class performance<br>• Questioning Q and A |

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

**Resources Provided:**

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



**SPRINGFIELD PUBLIC SCHOOLS**

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

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

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

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

## TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

## GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

## BEHAVIOR ACCOMMODATIONS MODIFICATIONS:

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



**SPRINGFIELD PUBLIC SCHOOLS**

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

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

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

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

## TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

## GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

Pass/no pass option
Modified grades based on IEP

## BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



**SPRINGFIELD PUBLIC SCHOOLS**

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

# Accommodations and Modifications for ESL Students

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

Springfield Public Schools

*Cultivating compassionate and extraordinary learners!*

# What Does the Gifted and Talented Experience Look Like?

*Springfield Public Schools*

## Mission Statement

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

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

## Goals:

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

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

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

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

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

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

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

## Early Childhood Center
## Edward V. Walton

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

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

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

*Strategies and Practices that Support Gifted and Talented Students*

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

## Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

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

## Gifted and Talented Program Identification Matrix

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

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

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

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

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

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

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

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

NJDOE Fast Facts

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

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

## Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

*Math/ELA*

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

*STEM*

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

Enrichment Events

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

Springfield Public Schools

*Cultivating compassionate and extraordinary learners!*

# What Does the Gifted and Talented Experience Look Like?

*Springfield Public Schools*

## Mission Statement

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

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

## Goals:

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

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

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

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

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

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

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

## Early Childhood Center
## Edward V. Walton

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

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

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

*Strategies and Practices that Support Gifted and Talented Students*

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

## Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

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

## Gifted and Talented Program Identification Matrix

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

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

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

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

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

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

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

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

NJDOE Fast Facts

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

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

## Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

*Math/ELA*

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

*STEM*

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

Enrichment Events

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