



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

Springfield Public Schools
Springfield, New Jersey 07081

Drama I

Curriculum Guide

2024

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

*Springfield Board of Education
Approved on July 29, 2024*

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

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: 28

Introduced By: Mrs. Saha

Seconded By: Mrs. Turnbull

Adopted: July 29, 2024

Curriculum Adoption

To approve the following curriculum and courses for the 2024-2025 school year:

a. ELA Courses - Revised to reflect the updated NJSL-ELA standards

- Grades Kindergarten-5 English Language Arts
- Grades 6-8 Communication Arts
- English I
- English II
- English III
- English IV
- DCA Freshman English
- AP English 3 Language and Composition
- AP English 4 Literature and Composition
- Senior Seminar

b. Middle School ELA Elective Courses

- Drama I and II
- Creative Writing
- Journalism-Grade 7

c. High School ELA Elective Courses

- Creative Writing and Poetry
- Drama I
- Film as Literature
- Journalism - High School
- Yearbook
- Tomorrow's Teachers

d. ESL (K-12)

- Elementary ESL
- Middle/High School ESL

e. Middle and High School World Language Curriculum

- French 1
- French 2
- French 3
- French 4
- Spanish 1
- Spanish 2
- Spanish 3
- Spanish 4

f. Florence M Gaudineer Program of Studies

Michelle Calas, School Business Administrator/Board Secretary

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(continued)

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 July 29, 2024 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 30th day of July 2024.

SEAL



Michelle Calas
School Business Administrator/ Board Secretary



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

Springfield Public Schools Springfield, New Jersey

**Dr. Rachel Goldberg, Ed.D.
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

Norman Francis, Jr., Ed.D.- Principal

Candice Schiano- Supervisor of Humanities

Anthony DeNicolo-Teacher



Unit Overview Template

Content Area: English **Grade Level:** 10-12 **Unit Title:** Pantomime

Unit Summary: In this unit, students will be learning the basic skills of pantomime.

Primary Interdisciplinary Connections: Public Speaking

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

Unit Rationale: This unit will serve as an overview of the basic skills needed to perform on stage without speaking. For many students, this will be their first exposure to "acting" in front of an audience. Students will gain insight into acting and public speaking by practicing gesturing and exaggerated resistance. Students will apply the knowledge gained by creating their own pantomimed scenes.

Career Readiness (Standard 9): WRK.9.2.12.CAP.23

Learning Targets

Standards: Reading: RL.CR.2.1, RL.CR.3.1, RL.CR.4.1, RL.CR.5.1 Writing W.AW.4.1, W.AW. 6.1, W.AW.8.1
 SEL: SEL.PK-12.1.3; PFL.9.1.12.PB.4

Content Statements:

RL.CR.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate an understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to the textual evidence as the basis for the answers.

RL.CR.4.1. Refer to details and examples as textual evidence and make relevant connections when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections [when explaining what the text says explicitly and] when drawing inferences from the text.

W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.AW.6.1. Write arguments on discipline-specific content to support claims with clear reasons and relevant evidence.



W.AW.8.1. Write arguments to support claims with clear reasons and relevant evidence.
 A: Introduce claim(s) {begin new} about a topic or issue {end new}, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

SEL.PK-12.1.3 Recognize one's personal traits, strengths, and limitations

PFL.9.1.12.PB.4 Explain how you would revise your budget to accommodate changing circumstances.

CPI#:	Cumulative Progress Indicator (CPI):
RL.CR.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
RL.CR.3.1.	Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to the textual evidence as the basis for the answers.
W.AW.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
PFL.9.1.12.PB.4	Explain how you would revise your budget to accommodate changing circumstances.

Unit Essential Questions:

- What is the importance of gaining confidence on stage?
- How can gaining confidence on stage help strengthen my 21st century skills?
- What is the art of pantomime?
- What are the skills needed to effectively produce a pantomimed scene?

Unit Enduring Understandings:

- Pantomime is an essential prerequisite skill to learn, prior to voice and improvisation.
- Terms such as exaggerated resistance and big gesturing are keys to understanding effective pantomiming.
- Despite not being able to speak, pantomime skills such as gesturing and exaggerated resistance will strengthen not only one's acting skills but their public speaking poise.
- Pantomime can be used to express one's feelings about various issues.

Unit Learning Targets:

Students will be able to effectively tell a story with a conflict and resolution on stage without speaking.



Evidence of Learning

Summative Assessment: After 10 days, students will perform a three-minute pantomimed scene to music (scenes must have a clear beginning, middle, and end).

Equipment Needed: Speakers, Music

Teacher Resources: Laptops, Speakers

Formative Assessments:

- daily journal entries
- online discussion board
- quizzes
- discussion of scenes viewed (film)
- group pantomime scenes
- peer critique forms
- comprehension questions
- exit cards

Lesson Plans

Lesson	Time Frame
Lesson 1 <i>Be a Vehicle</i>	42 minutes/1 day
Lesson 2 <i>Walking Through</i>	42 minutes /1 day
Lesson 3 <i>Pantomime To Music</i>	42 minutes/1 day

Teacher Notes:

Most students will be apprehensive to participate at first; begin with one week of learning the basic skills through group pantomiming, prior to any solo performances.

Curriculum Development Resources/Technology Resources:

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

<http://www.theatreteachers.com/theatre-games/20/high-school/5>

<http://www.kidactivities.net/post/Drama-Pantomime-Tips-and-Games.aspx>

<http://www.creativedrama.com/theatre.htm>

<http://suite101.com/article/teaching-theater-arts-pantomime-a254749>



Lesson Plan 1 Template

Content Area: Visual and Performing Arts **Lesson Title:** Be a Vehicle **Time Frame:** 42 minutes/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: English, Public Speaking

Integration of Technology: laptops, discussion board, websites, On-Course

Equipment Needed: laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Work collaboratively in groups • Continue writing, as an everyday process • Perform planned scenes • Understand the terms exaggerated expression and large gesturing and their importance in effective pantomiming • Evaluate and critique other student performances	Lesson Sequence 1. Review the basic qualities of good pantomime. 2. Review the basics of pantomime storylines (keep it simple, tell a story, etc.). 3. Divide students into groups. 4. Groups will randomly receive a type of vehicle on a small piece of paper. 5. Groups must pantomime that vehicle together and move across the stage. 6. Students will critique the other groups, noting what could have made the vehicle more obvious. 7. Exit card: Reflect on today's activity- What did you learn about acting that you didn't know already?	• Do Now • Discussion • Performance • Critique • Exit Card
Differentiation: Mini-lesson on basic qualities of pantomime, provide a handout of extra basic tips for struggling actors, direct visual learners to YouTube for various Charlie Chaplin and Buster Keaton clips		



Resources Provided:

- Qualities of Pantomime Handout
- Basics of Pantomime StoryLines Handout
- Index Cards
- Resource Table



Lesson Plan 2 Template

Content Area: Visual and Performing Arts **Lesson Title:** Walking Through **Time Frame:** 42 minutes/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: English, Public Speaking

Integration of Technology: Discussion board on Oncourse

Equipment Needed: laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Create entrances that are believable ● Use facial exaggerations to express emotion ● Continue strengthening confidence in stage presence ● Understand how the environment can affect mood ● Strengthen pantomime skills of exaggerated resistance	Lesson Sequence 1. Students will answer questions in journals. 2. Students will read articles on effective pantomiming (through exaggeration). 3. Students will complete the activity, "believable entrances," having to enter the classroom with a certain emotion. 4. Students will complete an activity, "walking through," having to walk across the stage, by themselves, in an assigned environment. 5. Students will discuss and critique each others' performances. 6. Students will reflect on being alone on stage for the first time in an interactive discussion board entry.	● Do Now ● Discussion ● Performance ● Critique ● Discussion Board Entry



Differentiation:

Students who are still apprehensive to take the stage by themselves will be allowed to work with a partner. A resource table will be available with extra how-to pantomime successfully worksheets.

Resources Provided:

- Index Cards for Walking Through Tasks
- Handout on effective exaggeration
- Worksheet: Guiding questions for "Believable Entrances"
- Brief article on effective pantomiming



Lesson Plan 3 Template

Content Area: Visual and Performing Arts **Lesson Title:** Pantomime to Music **Time Frame:** 42 minutes/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Public Speaking, Music

Integration of Technology: iTunes, laptops, On-Course

Equipment Needed: speakers, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Tell a narrative story to the music of their choice, without speaking ● Concentrate on and develop conflict/resolution ● Strengthen essential pantomime skills ● Understand how to constructively critique the performances of others ● Continue the process of writing daily	Lesson Sequence 1. Complete the do now responses in the journal. 2. Students will review grading rubrics. 3. Students will perform narrative pantomime scenes to music. 4. Students will provide other groups with feedback on their performance. 5. Exit card reflection: Critique your own performance. What were your strengths? What were your differences?	● Do Now ● Discussion ● Performance ● Critique ● Exit Card
Differentiation: Students struggling with their performance and/or confidence will not be required to perform for three minutes; instead, they will be given a one-minute minimum. Rubrics will be modified to meet the needs of all IEPs.		
Resources Provided: ● Pantomime to Music Rubric ● Handout on the essentials of storytelling ● Index Cards for Reflection ● Resource table with extra help handouts		



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 + Performing Arts: Dramatics	Grade Level:	10-12	Unit Title:	Pantomime
Created:	Anthony DeNicolo				
	Board Approved on:				



Unit Overview Template

Content Area: English	Grade Level: 10-12	Unit Title: Improvisation
Unit Summary: In this unit, students will be learning the basic skills of improvisation.		
Primary Interdisciplinary Connections: Public Speaking		
21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ✕ Communication and Collaboration ☐ Media Literacy		
Unit Rationale: Students will begin to build on skills needed for public speaking and performance.		
Career Readiness (Standard 9): WRK.9.2.12.CAP.23 This unit will serve as an overview of improvisational skills needed to perform on stage. Students will certainly strengthen their critical thinking skills, having to speak and act extemporaneously. Students will apply the knowledge gained by crafting several improvisational scenes.		

Learning Targets

Standards: Reading (11-12): 1; Speaking and Listening (11-12): 2,4,6; SEL.PK-12.1.4; PFL.9.1.12.PB.4	
Content Statements: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to the task, purpose, and audience. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
CPI#:	Cumulative Progress Indicator (CPI):
RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges



PFL.9.1.12.P
B.4

Explain how you would revise your budget to accommodate changing circumstances.

Unit Essential Questions:

- What is improv?
- How can I strengthen my improvisational skills?
- Why are improvisational skills important in acting?
- How can improvisation help me outside of the world of theater?

Unit Enduring Understandings:

- While rehearsal and memorization are important elements of theater, improvisation will act as a safety net, in case a line is dropped.
- Listening is a key element to strengthening improvisational skills.
- Improvisation will strengthen the ability to exude confidence when public speaking.
- Improvisation can be used as a tool to express emotions and beliefs.

Unit Learning Targets:

Students will be able to effectively improvise different teacher-selected scenarios, on stage.



Evidence of Learning

Summative Assessment: After 12 days, students will be given a character and scenario and must perform an improvised interview scene.

Equipment Needed: Stage

Teacher Resources: Stage

Formative Assessments:

- daily journal entries
- online discussion board
- quizzes
- discussion of scenes viewed (film)
- group improvisation scenes
- Do Now
- peer critique forms
- comprehension questions
- exit cards
- reflection on improvisation performance essay
- tests



Lesson Plans

Lesson	Time Frame
Lesson 1 <i>Continue the Narration</i>	42 minutes/1 day
Lesson 2 <i>Jump In Scenes</i>	42 minutes /1day
Lesson 3 <i>Improvisation in an Interview</i>	42 minutes/1 day

Teacher Notes:

Students improving for the first time will generally try to shout over each other; make sure to emphasize the importance of listening to each other on stage.

Curriculum Development Resources/Technology Resources:

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

<http://www.creativedrama.com/theatre.htm>

<http://improvcyclopedia.org/games/index.html>

http://plays.about.com/od/improvgames/Improvisation_Games.htm

<http://freedrama.net/improv.html>



Lesson Plan 1 Template

Content Area: Visual and Performing Arts	Lesson Title: Continue the Narration	Time Frame: 42 Minutes/1 Day
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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, Public Speaking

Integration of Technology: Blogging

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Strengthen public speaking skills by performing on stage - Continue writing, as an everyday process - Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions - Applicate specific physical choices, sustained vocal technique, and clearly motivated actions - Evaluate and critique other student performances	Lesson Sequence - Review what to avoid when improving. - Discussion on the importance of conflict/resolution in storytelling - Five students will sit in a line of chairs on stage. - The first student will begin telling a narrative story. When I say the word "next," the next student must improv and continue that story. - The third person must develop the conflict, while the last must create a resolution. - Students will critique the other groups, noting the conflict and resolution Blog entry on blogspot: What did I learn today that	- Do Now - Discussion - Performance - Critique



	strengthened my acting abilities? 7. Blog entry: What did I learn today that strengthened my acting abilities?	
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Differentiation:

Provide a sheet of extra basic tips for struggling actors and direct visual learners to YouTube for "Whose Line Is It Anyway" clips.

Resources Provided:

- What to Avoid in Improvisation Handout
- Critiquing Your Peers Rubric
- Resource Table



Lesson Plan 2 Template			
Content Area:	Visual and Performing Arts	Lesson Title:	Jump In Scenes
		Time Frame:	42 minutes/1 day
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: English, Public Speaking			
Integration of Technology: PowerPoint presentation, Blogging			
Equipment Needed: laptops			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create scenes that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres • Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions • Continue strengthening confidence in stage presence • Create believable, three-dimensional characters on stage • Develop skills needed to effectively improvise scenes	Lesson Sequence 1. Students will answer the do now question in journals. 2. Students will view and take notes on the PowerPoint about successful tactics in improvisation. 3. Students will each be given a character, in which they have to develop. 4. Students will complete the activity, "Jump In Scenes," where they will be given a setting and scenery and must act it out, while other students (with their characters in mind) will literally jump into their scene; the scene must continue as naturally as possible.	• Do Now • Q+A Session • Performance • Critiques • Blog Entry



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| | 5. Students will reflect on the activity on their blogspot site. | |
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Differentiation: A resource table will be available with several how-to successfully improvise scene worksheets.

Resources Provided:

- Index Cards for Character Descriptions
- Powerpoint presentation on effective improvisation
- Peer Critique Worksheet



Lesson Plan 3 Template

Content Area: Visual and Performing Arts **Lesson Title:** Improvisation in an Interview **Time Frame:** 42 minutes/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Public Speaking, English, Business

Integration of Technology: On-Course

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create an improvised scene based strictly on the character they receive • Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions • Strengthen essential improvisational skills • Understand how to constructively critique the performances of others • Continue the process of writing daily	Lesson Sequence 1. Write a Do Now response in the journal 2. Students will review a character and emotions on an index card. 3. Students will perform an improvised interview scene in the character that they received as their assignment. 4. Students will provide other groups with feedback on their performance. 5. Exit card reflection: Critique your own performance. What were your strengths? What would you like to focus on improving? 6.	• Do Now • Discussion • Performance • Critique • Exit Card
Differentiation: Students struggling to improvise based on their assigned characters will have the opportunity to develop their own characters to be acted out in the interview scene. Rubrics will be modified to meet the needs of all IEPs.		



Resources Provided:

- Interview Scene Rubric
- “How to Develop a Character” sheet
- Index Cards for Reflection Question
- Resource table with extra help handouts



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 and Performing Arts	Grade Level:	10-12	Unit Title:	Improvisation
Created:	Anthony DeNicolo				
	Board Approved on:				



Unit Overview Template

Content Area:	English	Grade Level:	10-12	Unit Title:	Theater History
Unit Summary: In this unit, students will be learning about the history of American Theater in the 20 th Century.					
Primary Interdisciplinary Connections: Social Studies, 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: This unit will serve as an overview of the history of American theater in the 20th and 21st centuries. Students will understand the cultural impact that the performing arts have had on our society in the last one hundred years. Students will apply the knowledge gained into a research paper on one progressive artist, who truly had an impact in modern theater.					
Career Readiness (Standard 9): WRK.9.2.12.CAP.14					

Learning Targets

Standards: Writing (11-12): 4,5,8; Theater: CS1; Technology: CS1; SEL.PK-12.1.3-4; PFL.9.1.12.PB.4	
Content Statements: NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. VPA.1.1.12.C.CS1 Theater and the arts play a significant role in human history and culture.	
CPI#:	Cumulative Progress Indicator (CPI):
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.



VPA.1.1.12.C .1	Analyze examples of theater's influence on history and history's influence on theater in Western and non-Western theater traditions
SEL.PK-12.1 .3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1 .4	Recognize the importance of self-confidence in handling daily tasks and challenges
PFL.9.1.12.P B.4	Explain how you would revise your budget to accommodate changing circumstances.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Unit Essential Questions:

- How have artists such as playwrights, directors, and actors impacted American culture?
- What artists have created theatrical progression?
- Why is theater an important part of our society?
- How and why has modern American theater been censored?

Unit Enduring Understandings:

- Modern American artists have been innovative and daring
- Theater is important to our society because it provides an outlet for both emotions and beliefs
- It is important to reflect on the past in order to create positive change in the theater world
- Censorship has attempted to halt the progression of the arts and laude traditional theater

Unit Learning Targets:

Students will be able to write a three to five-page research paper examining one particular American artist who in some way changed theater in the twentieth or twenty-first century.

Evidence of Learning

Summative Assessment: Students will write a three to five-page research paper on one American artist in the twentieth or twenty-first century, examining their impact on the world of theater.

Equipment Needed: Laptops, Electronic Databases

Teacher Resources: Laptops

Formative Assessments:

- Daily journal entries
- Online discussion boards
- Quizzes
- Exit Cards
- Reading check-ups



Lesson Plans

Lesson	Time Frame
Lesson 1 <i>Examining Censorship Cases</i>	<i>2 days</i>
Lesson 2 <i>Overcoming Obstacles</i>	<i>42 minutes /1 day</i>
Lesson 3 <i>Researching a Modern American Artist</i>	<i>10 days</i>

Teacher Notes:

It is important to stress the cultural impact theater has had on America and why it is a necessary outlet for our society.

Curriculum Development Resources/Technology Resources:

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

http://webhost.bridgew.edu/adirks/ald/courses/hist/hist_amer.htm

<http://www.stagebeauty.net/th-frames.html?http&&&www.stagebeauty.net/th-ushist.html>

<http://www.webenglishteacher.com/death-salesman-lesson-plans.html>

<http://owl.english.purdue.edu/owl/resource/658/01/>



Lesson Plan 1 Template

Content Area: Visual and Performing Arts **Lesson Title:** Examining Censorship Cases **Time Frame:** 2 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies, English

Integration of Technology: Laptops, Glogster

Equipment Needed: Laptops, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Work collaboratively in groups • Continue writing, as an everyday process • Analyze examples of theater's influence on history and history's influence on theater in Western theater traditions. • Understand the progression that these particular cases caused • Utilize technology to create an informational site	Lesson Sequence 1. Respond to do now in journals. 2. Discuss why theater has been censored throughout the decades of the twentieth century in America. 3. Divide students into groups. 4. Groups will be assigned a censorship case to research using the internet and electronic databases. 5. Students will create a Glogster page based on the information found. 6. Students will teach the class about the particular case they researched while presenting the Glogster pages.	• Do Now • Discussion • Works Cited Page • Glogster Page • Exit Card
Differentiation: Mini-lesson on creating an informational, interactive blog using Glogster		
Resources Provided: • Censorship in the Twentieth Century Handout • How-to Sheet: Using the online databases • How-To Sheet: Creating a site on Glogster		



Lesson Plan 2 Template					
Content Area:	How-To Sheet: Creating a site on Glogster	Lesson Title:	Overcoming Obstacles	Time Frame:	42 minutes/1 day
Lesson Components					
<u>21st Century Themes</u>					
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy					
<u>21st Century Skills</u>					
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy					
Interdisciplinary Connections: English, Social Studies					
Integration of Technology: PowerPoint, Discussion Board					
Equipment Needed: Laptops					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze how the characters of "Lost in Yonkers" attempt to overcome their obstacles - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama - Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques	Lesson Sequence - Complete do now entry in journals. - Discuss obstacles characters face in popular plays and literature and if they were able to overcome them. - View PowerPoint overviewing characters in "Lost in Yonkers." - Students will answer reflection questions on the obstacles that those characters faced and whether or not they were able to overcome those obstacles. - Discussion board entry on the theme that emerges in "Lost in Yonkers" from this discussion.	- Do Now - Discussion questions based on PowerPoint - Discussion Board Entry



Differentiation:

Students who are struggling with character and thematic analysis will be given a set of different discussion questions breaking down each character's personality and their relationship to the other characters in the play.

Resources Provided:

- Overcoming Obstacles Handout
- Powerpoint presentation posted on OnCourse
- List of examples of popular literary characters who have faced obstacles



Lesson Plan 3 Template

Content Area: Visual and Performing Arts	Lesson Title: Researching a 20th/21st Century American Artist	Time Frame: 10 days
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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, Social Studies, Math, Science

Integration of Technology: Laptops, Online Databases

Equipment Needed: Laptops, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a research paper that examines their artist's impact on American theater in the 20th + 21st century • Conduct a sustained research project based on focused questions, demonstrating an understanding of the subject under investigation • Understand the importance of citing sources properly (in MLA format) • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism • Analyze examples of theater's influence on the	Lesson Sequence 1. Do now responses in journals. 2. Students will receive an artist, for whom they will research what impact that person had on the world of theater. 3. Students will utilize the media center to conduct research using hard texts, the internet, and online databases. 4. Students will create a three to five-page research paper on their findings, with a complete works cited page in MLA format. 5. Exit card reflection: How did this research expand my knowledge of the impact artists had on theater in twentieth and	• Do Now • Discussion • Source Cards • Rough Draft • Works Cited Page



history and history's
influence on theater in
Western and non-Western
theater traditions

twenty-first-century
America?

Differentiation:

Students' research papers may be modified, in terms of lessening the length of the final paper and amount of sources they need to cite.

Resources Provided:

- Creating Source Cards Handout
- Using the Online Databases Handout
- Index Cards for Sources
- Creating a Works Cited Page in MLA format handout



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 and Performing Arts	Grade Level:	10-12	Unit Title:	Theater History
Created:	Anthony DeNicolo				
			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



SPRINGFIELD PUBLIC SCHOOLS

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

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:



SPRINGFIELD PUBLIC SCHOOLS

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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/assignment
- 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

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

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

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

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

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

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

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

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

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

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

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

Procedures

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

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

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

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

Resource Links

https://riversideinsights.com/cognitive_abilities_test

<https://www.curriculumassociates.com/programs/i-ready-learning>

<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

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

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

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

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

NJDOE Fast Facts

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

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

Math/ELA

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

STEM

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

Enrichment Events

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