



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

Springfield Public Schools
Springfield, New Jersey 07081

Music
Kindergarten

Curriculum Guide

2021

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

Springfield Board of Education
Approved November 15, 2021

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

The Board of Education of the Township of Springfield, in the County of Union, New Jersey, convened in Regular Session on November 15, 2021 at 7:41 PM.

The following members of the Board of Education were present:

Mr. Anthony Delia, Mr. Marc Miller, Mr. Hector Munoz, Mrs. Meredith Murphy,
Mrs. Kristy Rubin, Mrs. Paula Saha, Mr. Scott Silverstein, Mrs. Hilary Turnbull,
Mrs. Laura Gamarekian

The following resolution was offered by Mrs. Saha, seconded by Mrs. Rubin and adopted by the Board of Education by the Roll Call vote as indicated.

TITLE: REVISED CURRICULUM

RESOLVED :

At the recommendation of the Superintendent, to approve the following revised curriculum –

- | | | |
|--------------------------------|---|-------------------|
| • Music Kindergarten | - | Elementary School |
| • Music Grade 1 | - | Elementary School |
| • Music Grade 2 | - | Elementary School |
| • Instrumental Music Grade 4 | - | Elementary School |
| • Instrumental Music Grade 5 | - | Elementary School |
| • Vocal General Music Grade 3- | | Elementary School |
| • Vocal General Music Grade 4- | | Elementary School |
| • Vocal General Music Grade 5- | | Elementary School |
| • Dance K-5 | - | Elementary School |
| • Music Theatre Grade 6 | - | Middle School |
| • Keyboarding Grade 7 | - | Middle School |
| • Intro to Dance | - | High School |
| • Advance Dance | - | High School |
| • Dance Fitness – Yoga | - | High School |
| • Dance I | - | High School |
| • Dance II | - | High School. |

ROLL CALL:

Yeas: Unanimous by all Members present.

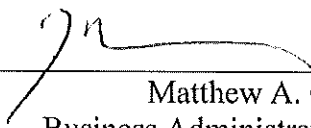
MOTION CARRIED

STATE OF NEW JERSEY)

COUNTY OF UNION)

I, Matthew A. Clarke, Business Administrator/Board Secretary of the Township of Springfield in the County of Union, State of New Jersey, hereby, certify that the foregoing extract from the minutes of the meeting of the Board of Education of said District duly called and held on November 15, 2021 has been compared by me with the original minutes as officially recorded in my Office in the Minute Book of said Township of Springfield Board of Education and is a true, complete copy thereof and of the whole of said original minutes so far as the same relates to the subject matter referred to on said extract. In witness, I have hereunto set my hand and affixed the corporate seal of said Board of Education this 16th day of November 2021.

SEAL



Matthew A. Clarke
Business Administrator/Board Secretary



SPRINGFIELD PUBLIC SCHOOLS
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**Springfield Public Schools
Springfield, New Jersey**

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Asst. Superintendent of Curriculum and Instruction**

Curriculum Developed By:

Michael Plias ~ Principal

Ashley Bauers - Department Coordinator

Victoria Fortna ~ Music Teacher



Unit Overview Template

Content Area:	Visual and Performing Arts	Grade Level:	KDG	Unit Title:	Steady Beat & Musical People
Unit Summary: Students will explore the musical concept of a steady beat. Students will practice identifying a steady beat while listening to music, and maintaining a steady beat both individually and as a large group with and without instruments. They will also identify the titles of musical people (performer and audience) and recognize how these people are involved in music.					
Primary Interdisciplinary Connections: 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:	The content and skills acquired from this unit will allow the students to continue developing and reinforcing the foundational music skills and knowledge that are necessary for further musical development.				
Career Readiness (Standard 9):	9.4				

Learning Targets

Standards:	1.3A.2 Creating 1.3A.2 Performing 1.3A.2 Responding 1.3A.2 Connecting 9.4.2 Life Literacies and Key Skills SEL.PK-12 Social and Emotional Learning LA.W.K.1 Writing
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 4: Selecting, analyzing and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products Anchor Standard 7: Perceiving and analyzing products Anchor Standard 8: Interpreting intent and meaning. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. Creativity and Innovation: Brainstorming can create new, innovative ideas.



Competency 5: Relationship Skills LA.W.K.1 Text types and purposes	
CPI#:	Cumulative Progress Indicator (CPI):
Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
Re7a	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
CI.1	Demonstrate openness to new ideas and perspectives.
5.2	Utilize positive communication and social skills to interact effectively with others.
LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
Unit Essential Questions:	
How do musicians improve the quality of their performance?	
Unit Enduring Understandings:	
To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the appreciation of appropriate criteria.	
Unit Learning Targets:	
- Students will listen to many sounds and musical selections to determine the presence of a steady beat. - Students will practice maintaining a steady beat using body percussion, movement and/or instruments. - Students will define the musical terms performer and audience.	

Evidence of Learning

Summative Assessment: Steady beat quiz & Musical people quiz

Equipment Needed: Sound system, keyboard, CD recordings of various musical selections, various classroom percussion instruments, selected story books



Teacher Resources: CD recordings of various musical selections, steady beat quiz, musical people quiz

Formative Assessments:

- Choral responses
- Teacher observation
- Performance assessments
- Oral questioning
- Guided practice
- Oral responses

Lesson Plans

Lesson	Time Frame
Lesson 1 Steady Beat & Musical People 1	40 min / 1 day
Lesson 2 Steady Beat & Musical People 2	40 min / 1 day
Lesson 3 Steady Beat & Musical People 3	40 min / 1 day

Teacher Notes: Available to all students during all lessons: Music Opinion Writing activity and Noteworthy Performer activity.

Curriculum Development Resources/Technology Resources:

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

First Steps in Music for Preschool and Beyond (books, CD's & teaching resources) by John Feierabend
 Making Music (books, CD's & teaching resources) by Silver Burdett
 Rhythm instruments



Lesson Plan 1 Template

Content Area:	Visual and Performing Arts	Lesson Title:	Steady Beat & Musical People 1	Time Frame:	40 mins/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: Language Arts

Integration of Technology: Sound system & keyboard, DVDs/CDs/Tapes/Videos

Equipment Needed: Sound system & keyboard, CD recordings of various musical selections

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explore the concept of a steady beat. - Listen to music and environmental sounds to determine the presence or absence of a steady beat.	Lesson Sequence - Students will be introduced to the concept of a steady beat. - Teacher will play examples of sounds that have a steady beat and sounds that do not. - Students will participate in guided practice to determine if they hear a steady beat when listening to various musical selections/aural prompts. - Students will provide verbal responses to	- Choral response and individual oral response to oral questions - Teacher observation - Guided practice



	lesson review questions.	
Differentiation: Teacher modeled instructions/examples Repeat/rephrase instructions Students choose to answer questions they feel most capable of answering correctly Music opinion writing is available as an optional independent learning project during every lesson		
Resources Provided: Listening examples		

Lesson Plan 2 Template			
Content Area:	Visual and Performing Arts	Lesson Title:	Steady Beat & Musical People 2
		Time Frame:	40 mins/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: Language Arts			
Integration of Technology: Sound system & keyboard, DVDs/CDs/Tapes/Videos			
Equipment Needed: sound system & keyboard, cd recordings of various musical selections, pictures of famous performers			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Continue exploring the concept of a steady beat. - Provide examples of sounds that have a steady beat and sounds that do not. - Listen to music and environmental sounds to determine the presence or absence of a steady beat. - Practice maintaining a steady beat while	Lesson Sequence - Students will review the concept of a steady beat. - Students will provide examples of sounds that have a steady beat and sounds that do not. (Teacher will generate a list on the board using student suggestions.) - Teacher will play examples of sounds that have a steady beat and sounds that do not, and students will listen for	- Choral response and individual oral response to oral questions - Teacher observation - Guided practice



listening to music using body percussion. • Explore the role of the performer and the audience.	the presence or absence of a steady beat. 4. Students will practice maintaining a steady beat while listening to music by playing a steady beat “watch and copy” game with the teacher using body percussion. 5. Students will be introduced to performer and audience expectations and explore the role and responsibilities of the performer and the audience. 6. Students will provide verbal responses to lesson review questions.	
Differentiation: Teacher modeled instructions/examples Repeat/rephrase instructions Students choose to answer questions they feel most capable of answering correctly Music opinion writing is available as an optional independent learning project during every lesson		
Resources Provided: • Listening examples		



Lesson Plan 3 Template			
Content Area:	Visual and Performing Arts	Lesson Title:	Steady Beat & Musical People 3
		Time Frame:	40 mins/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: Language Arts			
Integration of Technology: Sound system & keyboards, DVDs/CDs/Tapes/Videos			
Equipment Needed: Sound system & keyboard, cd recordings of various musical selections, rhythm instruments			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Continue exploring the concept of a steady beat. - Provide examples of sounds that have a steady beat and sounds that do not. - Listen to music and environmental sounds to determine the presence or absence of a steady beat.	Lesson Sequence - Students will review the concept of a steady beat. - Students will review examples of sounds that have a steady beat and sounds that do not. - Teacher will play examples of sounds that have a steady beat and sounds that do not, and students will listen for	- Choral response and individual oral response to oral questions - Teacher observation - Guided practice



- Practice maintaining a steady beat using rhythm instruments.
- Continue exploring the role/responsibilities of performers and the audience.

- the presence or absence of a steady beat.
4. Students will practice maintaining a steady beat as an individual using selected rhythm instruments.
 5. Students will provide verbal responses to lesson review questions.

Differentiation:

Teacher modeled instructions/examples

Repeat/rephrase instructions

Students choose to answer questions they feel most capable of answering correctly

Music opinion writing is available as an optional independent learning project during every lesson

Resources Provided:

- Listening examples
- Rhythm instruments



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	



Content Area:	Visual and Performing Arts	Grade Level:	KDG	Unit Title:	Steady Beat & Musical People
Created:	Victoria Fortna	Board Approved on:	Type Here		

Unit Overview Template					
Content Area:	Visual and Performing Arts	Grade Level:	KDG	Unit Title:	Holiday Sounds
Unit Summary: Students will rehearse and perform age-appropriate holiday (seasonal) songs from a variety of cultures - with and without movements and classroom percussion instruments - to present during an informal performance.					
Primary Interdisciplinary Connections: Language arts 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:	The content and skills acquired from this unit will allow the students to continue developing and reinforcing the foundational music skills and knowledge that are necessary for further musical development.				
Career Readiness (Standard 9):	9.4				

Learning Targets	
Standards:	1.3A.2 Performing 1.3A.2 Responding 1.3A.2 Connecting 9.4.2 Life Literacies and Key Skills SEL.PK-12 Social and Emotional Learning LA.W.K.1 Writing
Content Statements:	Anchor Standard 4: Selecting, analyzing and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 9: Applying criteria to evaluate products.



Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 Digital Citizenship: Digital communities allow for social interactions that can result in positive or negative outcomes.
 Global and Cultural Awareness: Individuals from different cultures may have different points of view and experiences.
 Technology Literacy: Digital tools have a purpose.
 Competency 5: Relationship Skills
 LA.W.K.1 Text types and purposes

CPI#:	Cumulative Progress Indicator (CPI):
Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
Pr5c	Demonstrate knowledge of basic music concepts (tonality and meter) in music from a variety of cultures selected for performance.
Pr6a	Perform music for a specific purpose with expression and technical accuracy.
Pr 6b	Perform appropriately for the audience and purpose.
Re7a	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
Re9a	Apply personal and expressive preferences in the evaluation of music.
Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
DC.6	Identify respectful and responsible ways to communicate in digital environments.
GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
TL.1	Identify the basic features of a digital tool and explain the purpose of the tool.
5.2	Utilize positive communication and social skills to interact effectively with others.
LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
Unit Essential Questions: • How do musicians improve the quality of their performance? • When in a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	
Unit Enduring Understandings:	



- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.

Unit Learning Targets:

- Students will rehearse and perform age-appropriate holiday (seasonal) songs from a variety of cultures - with and without movements and classroom percussion instruments - to present during an informal performance.

Evidence of Learning

Summative Assessment: Informal performance: Winter Sing Along

Equipment Needed: Sound system, keyboard, laptop & projector, powerpoint presentation (mp4), various classroom percussion instruments

Teacher Resources: Sound system, keyboard, laptop & projector, powerpoint presentation (mp4), various classroom percussion instruments

Formative Assessments:

- Choral response
- Teacher observation
- Guided practice

Lesson Plans

Lesson	Time Frame
Lesson 1 Holiday Sounds 1	40 mins/1 day
Lesson 2 Holiday Sounds 2	40 mins/1 day
Lesson 3 Holiday Sounds 3	40 mins/1 day

Teacher Notes: Available to all students during all lessons: Music Opinion Writing activity and Noteworthy Performer activity.

Curriculum Development Resources/Technology Resources:

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

FFirst Steps in Music for Preschool and Beyond (books, CD's & teaching resources) by John Feierabend

Making Music (books, CD's & teaching resources) by Silver Burdett

Storybooks pertaining to Christmas, Hanukkah & winter topics

Rhythm instruments

Powerpoint presentation (mp4)



Lesson Plan 1 Template

Content Area: Visual and Performing Arts Lesson Title: Holiday Sounds 1 Time Frame: 40 mins/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: Language Arts

Integration of Technology: Sound system, keyboard, laptop & projector, professional recordings (mp3s)

Equipment Needed: Sound system, keyboard, laptop & projector, professional recordings (mp3s)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Students will begin rehearsing age-appropriate holiday (seasonal) songs - from a variety of cultures - that will be performed during an informal performance.	Lesson Sequence - Students will listen to a professional recording of the presented songs. - Students will determine which culture / holiday is represented in the song. - Students will rehearse the presented songs by echoing phrases after the teacher and/or rhythmically speaking the lyrics. - Students will provide verbal responses to lesson review questions.	- Choral response - Teacher observation - Guided practice
Differentiation: Teacher modeled instructions/examples Repeat/rephrase instructions Students are able to volunteer to answer the review questions they feel most capable of answering correctly Music opinion writing is available as an optional independent learning project during every lesson		
Resources Provided: Professional recording (mp3) of selected songs		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts Lesson Title: Holiday Sounds 2 Time Frame: 40 mins/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: Language Arts

Integration of Technology: Sound system, keyboard, laptop & projector, professional recordings (mp3s)

Equipment Needed: Sound system, keyboard, laptop & projector, professional recordings (mp3s)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Students will continue rehearsing age-appropriate holiday (seasonal) songs - from a variety of cultures - that will be performed during an informal performance.	Lesson Sequence - Students will recall previously introduced songs and the corresponding represented cultures / holidays. - New songs will continue to be introduced (following the procedure described in lesson #1) as readiness is observed by the teacher. - When all songs have been introduced and the students have demonstrated a beginner level performance ability, corresponding movements will be added to several selections.	- Choral response - Teacher observation - Guided practice



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| | 4. Students will provide verbal responses to lesson review questions. | |
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Differentiation:

Teacher modeled instructions/examples

Repeat/rephrase instructions

Students are able to volunteer to answer the review questions they feel most capable of answering correctly

Music opinion writing is available as an optional independent learning project during every lesson

Resources Provided:

- Professional recordings (mp3s) of selected songs.



Lesson Plan 3 Template

Content Area: Visual and Performing Arts Lesson Title: Holiday Sounds 3 Time Frame: 40 mins/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: Language Arts

Integration of Technology: Sound system, keyboard, laptop & projector, professional recordings (mp3s), various classroom percussion instruments, powerpoint presentations (mp4s)

Equipment Needed: Sound system, keyboard, laptop & projector, professional recordings (mp3s), various classroom percussion instruments, powerpoint presentations (mp4s)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Students will continue rehearsing age-appropriate holiday (seasonal) songs - from a variety of cultures - that will be performed during an informal performance.	Lesson Sequence - Students will recall previously introduced songs, movements and the corresponding represented cultures / holidays. - When students have demonstrated a beginner level performance ability with the lyrics and the movements, various classroom percussion instruments will be added to correspond with several selections. - When students demonstrate the appropriate readiness level with the lyrics, movements and classroom percussion instruments, the	- Choral response - Teacher observation - Guided practice



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| | powerpoint presentation (mp4) will be introduced.
4. Students will provide verbal responses to lesson review questions. | |
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Differentiation:

Teacher modeled instructions/examples

Repeat/rephrase instructions

Students choose to answer questions they feel most capable of answering correctly

Music opinion writing is available as an optional independent learning project during every lesson

Resources Provided:

- Powerpoint presentation (mp4)
- Various classroom percussion instruments



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:	KDG	Unit Title:	Holiday Sounds
Created:	Victoria Fortna	Board Approved on:	Type Here		



Unit Overview Template

Content Area:	Visual and Performing Arts	Grade Level:	KDG	Unit Title:	Pitches
Unit Summary: Students will explore the musical concept of pitch. They will identify and demonstrate high and low pitches. Primary Interdisciplinary Connections: Language arts 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:	The content and skills acquired from this unit will allow the students to continue developing and reinforcing the foundational music skills and knowledge that are necessary for further musical development.				
Career Readiness (Standard 9):	9.4				

Learning Targets

Standards:	1.3A.2 Creating 1.3A.2 Performing 1.3A.2 Responding 1.3A.2 Connecting 9.4.2 Life Literacies and Key Skills SEL.PK-12 Social and Emotional Learning LA.W.K.1 Writing
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 4: Selecting, analyzing and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 9: Applying criteria to evaluate products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. Creativity and Innovation: Brainstorming can create new, innovative ideas. Competency 5: Relationship Skills LA.W.K.1 Text types and purposes
CPI#:	Cumulative Progress Indicator (CPI):
Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.



Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
Re7a	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
Re9a	Apply personal and expressive preferences in the evaluation of music.
Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
CI.1	Demonstrate openness to new ideas and perspectives.
5.2	Utilize positive communication and social skills to interact effectively with others.
LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
Unit Essential Questions:	
How do musicians generate creative ideas?	
Unit Enduring Understandings:	
The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.	
Unit Learning Targets:	
- Students will differentiate between high pitches and low pitches. - Students will perform specified high pitches and low pitches.	

Evidence of Learning

Summative Assessment: Pitch written quiz & Pitch performance assessment

Equipment Needed: Sound system, keyboard, CD recordings of various musical selections

Teacher Resources: CD recordings of various musical selections, pitch quiz

Formative Assessments:

- Choral response
- Teacher observation
- Oral questioning
- Oral responses
- Performance assessments

Lesson Plans

Lesson	Time Frame
Lesson 1 Pitches 1	40 mins / 1 day
Lesson 2 Pitches 2	40 mins / 1 day



Lesson 3 Pitches 3

40 mins / 1 day

Teacher Notes: Available to all students during all lessons: Music Opinion Writing activity and Noteworthy Performer activity.

Curriculum Development Resources/Technology Resources:

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

First Steps in Music for Preschool and Beyond (books, CDs & teaching resources) by John Feierabend

Making Music (books, CDs & teaching resources) by Silver Burdett



Lesson Plan 1 Template

Content Area: Visual and Performing Arts	Lesson Title: Pitches 1	Time Frame: 40 mins/1day
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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: Language Arts

Integration of Technology: Sound system & keyboard , DVDs/Cds/Tapes/Videos

Equipment Needed: Sound system, keyboard, CD recordings of various musical selections

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Differentiate between pitches that are high and pitches that are low.	Lesson Sequence - Teacher will show visual representation of high and low; then relate the visual representation to aural prompts through teacher demonstration. - Students will listen to the CD recordings, or teacher modeled sounds, that provide auditory examples of different pitches. - Students will provide verbal responses to lesson review questions.	- Choral response and individual oral response to oral questioning - Teacher observation
Differentiation: Teacher modeled instructions/examples Repeat/rephrase instructions Students choose to answer questions they feel most capable of answering correctly Music opinion writing is available as an optional independent learning project during every lesson		
Resources Provided: Listening examples		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts	Lesson Title: Pitches 2	Time Frame: 40 mins/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: Language Arts

Integration of Technology: Sound system & keyboard, DVDs/CDs/Tapes/Videos

Equipment Needed: Sound system, CD recordings of various musical selections, keyboard

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Differentiate between pitches that are high and pitches that are low. - Perform high and low pitches.	Lesson Sequence - Teacher will review visual representation of high and low; then relate the visual representation to aural prompts through teacher demonstration. - Students will listen to the CD recordings, or teacher modeled sounds, that provide auditory examples of different pitches and determine if the sounds are high or low by using specified hand signs. - Students will participate in guided practice to perform high / low pitches as specified. - Students will provide verbal responses to lesson review questions.	- Choral response and individual oral response to oral questioning - Teacher observation - Hand signals
Differentiation:		



Teacher modeled instructions/examples

Repeat/rephrase instructions

Students choose to answer questions they feel most capable of answering correctly

Music opinion writing is available as an optional independent learning project during every lesson

Resources Provided:

- Listening examples



Lesson Plan 3 Template

Content Area: Visual and Performing Arts	Lesson Title: Pitches 3	Time Frame: 40 mins/1day
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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: Language Arts

Integration of Technology: Sound system & keyboard, DVDs/CDs/Tapes/Videos

Equipment Needed: Sound system, keyboard and CD recordings of various musical selections

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Differentiate between pitches that are high and pitches that are low. - Perform high and low pitches.	Lesson Sequence - Teacher will review visual representation of high and low; then relate the visual representation to aural prompts through teacher demonstration. - Students will listen to the CD recordings, or teacher modeled sounds, that provide auditory examples of different pitches and determine if the sounds are high or low by using specified hand signs. - Students will participate in guided practice to perform high / low pitches asd specified. - Students will provide verbal responses to lesson review questions.	- Choral response and individual oral response to oral questioning - Teacher observation - Hand signals
Differentiation: Teacher modeled instructions/examples		



Repeat/rephrase instructions

Students choose to answer questions they feel most capable of answering correctly

Music opinion writing is available as an optional independent learning project during every lesson

Resources Provided:

- Listening examples



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:	KDG	Unit Title:	Pitches
Created:	Victoria Fortna	Board Approved on:	Type Here		



Unit Overview Template

Content Area:	Visual and Performing Arts	Grade Level:	KDG	Unit Title:	Tempo
Unit Summary: Students will identify the following tempo markings: largo and allegro. Students will also perform and/or create rhythmic and/or melodic patterns demonstrating the ability to differentiate between the previously listed tempo markings.					
Primary Interdisciplinary Connections: Language Arts					
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:	The content and skills acquired from this unit will allow the students to continue developing and reinforcing the foundational music skills and knowledge that are necessary for further musical development.				
Career Readiness (Standard 9):	9.4				

Learning Targets

Standards:	1.3A.2 Performing 1.3A.2 Responding 1.3A.2 Connecting 9.4.2 Life Literacies and Key Skills SEL.PK-12 Social and Emotional Learning LA.W.K.1 Writing
Content Statements:	Anchor Standard 4: Selecting, analyzing and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 9: Applying criteria to evaluate products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical context to deepen understanding. Creativity and Innovation: Brainstorming can create new, innovative ideas. Competency 5: Relationship Skills LA.W.K.1 Text types and purposes
CPI#:	Cumulative Progress Indicator (CPI):
Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.



Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
Pr5e	Demonstrate understanding of basic expressive qualities (dynamics, tempo) and how creators use them to convey expressive intent.
Re7a	Demonstrate and explain how personal interest and experience influence musical selection for specific purposes.
Re7b	Describe how specific music concepts are used to support a specific purpose in music.
Re9a	Apply personal and expressive preference in the evaluation of music.
Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
CI.1	Demonstrate openness to new ideas and perspectives.
CI.2	Demonstrate originality and inventiveness in work.
5.2	Utilize positive communication and social skills to interact effectively with others.
LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

Unit Essential Questions:

- How do musicians improve the quality of their performance?

Unit Enduring Understandings:

- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the appreciation of appropriate criteria.

Unit Learning Targets:

- Students will identify the tempo markings previously listed in this unit overview.
- Students will perform and/or create rhythmic and/or melodic patterns demonstrating the ability to differentiate between the previously listed tempo markings.
- Students will apply established criteria to judge the accuracy of peer performances.

Evidence of Learning

Summative Assessment: Tempo written quiz & Tempo performance assessment

Equipment Needed: Sound system, keyboard

Teacher Resources: Tempo written quiz, Tempo performance assessment

Formative Assessments:

- Choral response and individual oral response to oral questions
- Teacher observation
- Guided practice
- Student performance demonstrations



- Peer assessment

Lesson Plans

Lesson	Time Frame
Lesson 1 Tempo #1	40 mins/1 day
Lesson 2 Tempo #2	40 mins / 1 day
Lesson 3 Tempo #3	40 mins / 1 day

Teacher Notes: Available to all students during all lessons: Music Opinion Writing activity and Noteworthy Performer activity.

Curriculum Development Resources/Technology Resources:

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

First Steps in Music for Preschool and Beyond (books, CDs & teaching resources) by John Feierabend

Making Music (books, CDs & teaching resources) by Silver Burdett



Lesson Plan 1 Template

Content Area: Visual and Performing Arts	Lesson Title: Tempo #1	Time Frame: 40 mins / 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: Language Arts

Integration of Technology: Sound system & keyboard

Equipment Needed: Sound system & keyboard

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - begin to identify the tempo markings previously listed in this unit overview; associating the musical vocabulary with established definitions. - begin to differentiate between the tempo markings previously listed in this unit overview when presented with musical examples.	Lesson Sequence - Introduction of specified tempo markings and their established definitions. - Students will participate in guided practice to differentiate between the tempo markings when presented with musical examples. - Students will provide verbal responses to lesson review questions.	- Choral response and individual oral response to oral questions - Teacher observation - Guided practice
Differentiation: Teacher modeled instructions/examples Repeat/rephrase instructions Students choose to answer questions they feel most capable of answering correctly Music opinion writing is available as an optional independent learning project during every lesson		
Resources Provided: musical listening examples		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts	Lesson Title: Tempo #2	Time Frame: 40 mins / 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: Language Arts

Integration of Technology: Sound system & keyboard

Equipment Needed: Sound system & keyboard

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - continue to identify the tempo markings previously listed in this unit overview; associating the musical vocabulary with established definitions. - continue to differentiate between the tempo markings previously listed in this unit overview when presented with musical examples. - begin to perform rhythmic and/or melodic patterns while applying specified tempo markings.	Lesson Sequence - Review of specified tempo markings and their established definitions. - Students will participate in guided practice to differentiate between the tempo markings when presented with musical examples. - Students will participate in guided practice to perform rhythmic and/or melodic patterns while applying specified tempo markings. - students will provide verbal responses to lesson review questions.	- Choral response and individual oral response to oral questions - Teacher observation - Guided practice
Differentiation: Teacher modeled instructions/examples Repeat/rephrase instructions Students choose to answer questions they feel most capable of answering correctly Music opinion writing is available as an optional independent learning project during every lesson		



Resources Provided: musical listening examples

Lesson Plan 3 Template

Content Area: Visual and Performing Arts	Lesson Title: Tempo #3	Time Frame: 40 mins/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: Language Arts

Integration of Technology: Sound system & keyboard

Equipment Needed: Sound system & keyboard

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - continue to identify the tempo markings previously listed in this unit overview; associating the musical vocabulary with established definitions. - continue to differentiate between the tempo markings previously listed in this unit overview when presented with musical examples. - continue to perform rhythmic and/or melodic patterns while applying specified tempo markings. - begin to individually perform and/or create melodic and/or rhythmic patterns with specified tempo markings.	Lesson Sequence - Review of specified tempo markings and their established definitions. - Students will participate in guided practice to differentiate between the tempo markings when presented with musical examples. - Students will participate in guided practice to perform rhythmic and/or melodic patterns while applying specified tempo markings. - Students will volunteer to perform and/or create melodic and/or rhythmic patterns with specified tempo markings to receive teacher and/or	- Choral response and individual oral response to oral questions - Teacher observation - Guided practice - Student performance demonstrations - Peer assessment



	student feedback of their performance. 5. Students will provide verbal responses to lesson review questions.	
Differentiation: Teacher modeled instructions/examples Repeat/rephrase instructions Students choose to answer questions they feel most capable of answering correctly Music opinion writing is available as an optional independent learning project during every lesson		
Resources Provided: musical listening examples		



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:	KDG	Unit Title:	Tempo
Created:	Victoria Fortna	Board Approved on:	Type Here		



Unit Overview Template

Content Area:	Visual and Performing Arts	Grade Level:	KDG	Unit Title:	Dynamics
Unit Summary: Students will identify the following dynamic markings: piano and forte. Students will also perform and/or create rhythmic and/or melodic patterns demonstrating the ability to differentiate between the previously listed dynamic markings.					
Primary Interdisciplinary Connections: Language Arts					
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:	The content and skills acquired from this unit will allow the students to continue developing and reinforcing the foundational music skills and knowledge that are necessary for further musical development.				
Career Readiness (Standard 9):	9.4				

Learning Targets

Standards:	1.3A.2 Performing 1.3A.2 Responding 1.3A.2 Connecting 9.4.2 Life Literacies and Key Skills SEL.PK-12 Social and Emotional Learning LA.W.K.1 Writing
Content Statements:	Anchor Standard 4: Selecting, analyzing and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 9: Applying criteria to evaluate products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical context to deepen understanding. Creativity and Innovation: Brainstorming can create new, innovative ideas. Competency 5: Relationship Skills LA.W.K.1 Text types and purposes
CPI#:	Cumulative Progress Indicator (CPI):
Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.



Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
Pr5e	Demonstrate understanding of basic expressive qualities (dynamics, tempo) and how creators use them to convey expressive intent.
Re7a	Demonstrate and explain how personal interest and experience influence musical selection for specific purposes.
Re7b	Describe how specific music concepts are used to support a specific purpose in music.
Re9a	Apply personal and expressive preference in the evaluation of music.
Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
CI.1	Demonstrate openness to new ideas and perspectives.
CI.2	Demonstrate originality and inventiveness in work.
5.2	Utilize positive communication and social skills to interact effectively with others.
LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

Unit Essential Questions:

- How do musicians improve the quality of their performance?

Unit Enduring Understandings:

- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the appreciation of appropriate criteria.

Unit Learning Targets:

- Students will identify the dynamic markings previously listed in this unit overview.
- Students will perform and/or create rhythmic and/or melodic patterns demonstrating the ability to differentiate between the previously listed dynamic markings.
- Students will apply established criteria to judge the accuracy of peer performances.

Evidence of Learning

Summative Assessment: Dynamics written quiz & Dynamics performance assessment

Equipment Needed: Sound system, keyboard

Teacher Resources: Dynamics written quiz, Dynamics performance assessment

Formative Assessments:

- Choral response and individual oral response to oral questions
- Teacher observation
- Guided practice
- Student performance demonstrations



- Peer assessment

Lesson Plans

Lesson	Time Frame
Lesson 1 Dynamics #1	40 mins/1 day
Lesson 2 Dynamics #2	40 mins / 1 day
Lesson 3 Dynamics #3	40 mins / 1 day

Teacher Notes: Available to all students during all lessons: Music Opinion Writing activity and Noteworthy Performer activity.

Curriculum Development Resources/Technology Resources:

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

First Steps in Music for Preschool and Beyond (books, CDs & teaching resources) by John Feierabend

Making Music (books, CDs & teaching resources) by Silver Burdett



Lesson Plan 1 Template

Content Area: Visual and Performing Arts	Lesson Title: Dynamics #1	Time Frame: 40 mins / 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: Language Arts

Integration of Technology: Sound system & keyboard

Equipment Needed: Sound system & keyboard

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - begin to identify the dynamic markings previously listed in this unit overview; associating the musical vocabulary with established definitions. - begin to differentiate between the dynamic markings previously listed in this unit overview when presented with musical examples.	Lesson Sequence - Introduction of specified dynamic markings and their established definitions. - Students will participate in guided practice to differentiate between the dynamic markings when presented with musical examples. - Students will provide verbal responses to lesson review questions.	- Choral response and individual oral response to oral questions - Teacher observation - Guided practice
Differentiation: Teacher modeled instructions/examples Repeat/rephrase instructions Students choose to answer questions they feel most capable of answering correctly Music opinion writing is available as an optional independent learning project during every lesson		
Resources Provided: musical listening examples		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts	Lesson Title: Dynamics #2	Time Frame: 40 mins / 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: Language Arts

Integration of Technology: Sound system & keyboard

Equipment Needed: Sound system & keyboard

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - continue to identify the dynamic markings previously listed in this unit overview; associating the musical vocabulary with established definitions. - continue to differentiate between the dynamic markings previously listed in this unit overview when presented with musical examples. - begin to perform rhythmic and/or melodic patterns while applying specified dynamic markings.	Lesson Sequence - Review of specified dynamic markings and their established definitions. - Students will participate in guided practice to differentiate between the dynamic markings when presented with musical examples. - Students will participate in guided practice to perform rhythmic and/or melodic patterns while applying specified dynamic markings. - Students will provide verbal responses to lesson review questions.	- Choral response and individual oral response to oral questions - Teacher observation - Guided practice
Differentiation: Teacher modeled instructions/examples Repeat/rephrase instructions Students choose to answer questions they feel most capable of answering correctly Music opinion writing is available as an optional independent learning project during every lesson		



Resources Provided: musical listening examples

Lesson Plan 3 Template

Content Area: Visual and Performing Arts	Lesson Title: Dynamics #3	Time Frame: 40 mins/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: Language Arts

Integration of Technology: Sound system & keyboard

Equipment Needed: Sound system & keyboard

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - continue to identify the dynamic markings previously listed in this unit overview; associating the musical vocabulary with established definitions. - continue to differentiate between the dynamic markings previously listed in this unit overview when presented with musical examples. - continue to perform rhythmic and/or melodic patterns while applying specified dynamic markings. - begin to individually perform and/or create melodic and/or rhythmic patterns with specified dynamic markings.	Lesson Sequence - Review of specified dynamic markings and their established definitions. - Students will participate in guided practice to differentiate between the dynamic markings when presented with musical examples. - Students will participate in guided practice to perform rhythmic and/or melodic patterns while applying specified dynamic markings. - Students will volunteer to perform and/or create melodic and/or rhythmic patterns with specified dynamic markings to receive teacher and/or	- Choral response and individual oral response to oral questions - Teacher observation - Guided practice - Student performance demonstrations - Peer assessment



	student feedback of their performance. 5. Students will provide verbal responses to lesson review questions.	
Differentiation: Teacher modeled instructions/examples Repeat/rephrase instructions Students choose to answer questions they feel most capable of answering correctly Music opinion writing is available as an optional independent learning project during every lesson		
Resources Provided: musical listening examples		



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:	KDG	Unit Title:	Dynamics
Created:	Victoria Fortna	Board Approved on:	Type Here		



Unit Overview Template

Content Area:	Visual and Performing Arts	Grade Level:	KDG	Unit Title:	Same and Different
Unit Summary: Students will explore the musical concept of form. Students will determine if musical sounds are the same (repeated) or different. Students will demonstrate the ability to perform (and/or document using iconic notation) musical sounds, using voice, body percussion and/or rhythm instruments, that are the same (repeated) or different.					
Primary Interdisciplinary Connections: Language Arts 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:	The content and skills acquired from this unit will allow the students to continue developing and reinforcing the foundational music skills and knowledge that are necessary for further musical development.				
Career Readiness (Standard 9):	9.4				

Learning Targets

Standards:	1.3A.2 Creating 1.3A.2 Performing 1.3A.2 Responding 1.3A.2 Connecting 9.4.2 Life Literacies and Key Skills SEL.PK-12 Social and Emotional Learning LA.W.K.1 Writing
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas Anchor Standard 2: Organizing and developing ideas. Anchor Standard 4: Selecting, analyzing and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Interpreting intent and meaning. Anchor Standard 9: Applying criteria to evaluate products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. Creativity and Innovation: Brainstorming can create new, innovative ideas. Competency 5: Relationship Skills



LA.W.K.1 Text types and purposes	
CPI#:	Cumulative Progress Indicator (CPI):
Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
Re7a	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes
Re8a	Demonstrate basic knowledge of music concepts and how they support creators' / performers' expressive intent.
Re9a	apply personal and expressive preferences in the evaluation of music.
Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
CI.1	Demonstrate openness to new ideas and perspectives.
CI.2	Demonstrate originality and inventiveness in work.
5.2	Utilize positive communication and social skills to interact effectively with others.
LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
Unit Essential Questions: • How do musicians generate creative ideas? • How do musicians make creative decisions?	
Unit Enduring Understandings: • The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. • Musicians' creative choices are influenced by their expertise, context and expressive intent.	
Unit Learning Targets: Students will listen to musical sounds and determine if the sounds are the same or different. Students will correctly use the vocabulary word repeated to refer to musical sounds that are the same. Students will create (and/or document using iconic notation) musical sounds using their voice, body percussion, and/or rhythm instruments to demonstrate sounds that are repeated or different.	



Evidence of Learning

Summative Assessment: Same/Different quiz

Equipment Needed: Sound system, keyboard, CD recordings of various musical selections, rhythm instruments

Teacher Resources: CD recordings of various musical selections, aame/different quiz

Formative Assessments:

- Choral response
- Teacher observation
- Oral questioning
- Oral responses
- Performance assessments

Lesson Plans

Lesson	Time Frame
Lesson 1 Same & Different 1	40 mins/1 day
Lesson 2 Same & Different 2	40 mins/1 day
Lesson 3 Same & Different 3	40 mins/1 day

Teacher Notes: Available to all students during all lessons: Music Opinion Writing activity and Noteworthy Performer activity.

Curriculum Development Resources/Technology Resources:

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

First Steps in Music for Preschool and Beyond (books, CD's & teaching resources) by John Feierabend

Making Music (books, CD's & teaching resources) by Silver Burdett



Lesson Plan 1 Template

Content Area: Visual and Performing Arts	Lesson Title: Same & Different 1	Time Frame: 40 mins/1day
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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: Language Arts

Integration of Technology: Sound system & keyboard, DVDs/CDs/Tapes/Videos, Laptop & projector
Powerpoint Presentation

Equipment Needed: Sound system, keyboard, CD recordings of various musical selections

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explore the concept of same and different thru visual discrimination. - Explore the concept of same and different through aural discrimination. - Determine if the musical sounds are the same or different. - Demonstrate age/developmentally appropriate vocal production by performing songs in AB & ABA form.	Lesson Sequence - Students will visually explore the concept of the same and different by viewing a powerpoint presentation of various pictures. Students will visually determine if the pictures they see are the same or different. - Students will aurally explore the concept of same and different by listening to various musical selections and determining if the sounds they hear are the same or different. They will provide their answer with a choral response. - Students will sing songs in AB & ABA form to reinforce the concept of same/different sounds.	- Choral response and individual oral response to oral questioning - Teacher observation



4. Lesson review questions.

Differentiation:

Teacher modeled instructions/examples

Repeat/rephrase instructions

Students choose to answer questions they feel most capable of answering correctly

Music opinion writing is available as an optional independent learning project during every lesson

Resources Provided:

- Listening examples
- Powerpoint presentation



Lesson Plan 2 Template

Content Area: Visual and Performing Arts Lesson Title: Same & Different 2 Time Frame: 40 mins/1day

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: Language Arts

Integration of Technology: Sound system & keyboard, DVD's/Cd's/Tapes/Videos

Equipment Needed: Sound system, CD recordings of various musical selections, keyboard

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Continue to explore the concept of same and different through aural discrimination. - Continue to determine if the musical sounds are the same or different. - Employ the correct vocabulary (repeated) when talking about sounds that are the same. - Demonstrate age/developmentally appropriate vocal production by performing songs in AB & ABA form. - Create sounds using voice and /or body percussion that are specified to be repeated or different.	Lesson Sequence - Students will aurally explore the concept of same and different by listening to various musical selections and determining if the sounds they hear are the same or different. They will provide their answer with a choral response. - Students will work with a partner and use voice and body percussion to make sounds that are specified to be repeated or different. - Students will sing songs in AB & ABA form to reinforce the concept of same/different sounds. - Lesson review questions.	- Choral response and individual oral response to oral questioning - Teacher observation



Differentiation:

Teacher modeled instructions/examples

Repeat/rephrase instructions

Students choose to answer questions they feel most capable of answering correctly

Music opinion writing is available as an optional independent learning project during every lesson

Resources Provided:

- Listening examples



Lesson Plan 3 Template

Content Area: Visual and Performing Arts Lesson Title: Same & Different 3 Time Frame: 40 mins/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: Language Arts

Integration of Technology: Sound system & keyboard, DVD's/CD's/Tapes/Videos

Equipment Needed: Sound system, keyboard and CD recording of various musical selections, rhythm instruments.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Continue to explore the concept of same and different through aural discrimination. - Continue to determine if the musical sounds are the same or different. - Employ the correct vocabulary (repeated) when talking about sounds that are the same. - Demonstrate age/developmentally appropriate vocal production by performing songs in AB & ABA form. - Create sounds using rhythm instruments that are specified to be repeated or different.	Lesson Sequence - Students will sing songs in AB & ABA form to reinforce the concept of same/different sounds. - Respond to various musical selections and determine if the sounds they hear are the same or different. - Students will demonstrate sounds that are the same or different by working in groups using rhythm instruments to create specified sounds. After practicing together, they will provide a performance for the teacher to be assessed on the ability to create repeated or different sounds.	- Choral response and individual oral response to oral questioning. - Teacher observation - Performance assessment



4. Lesson review questions.

Differentiation:

Teacher modeled instructions/examples

Repeat/rephrase instructions

Students choose to answer questions they feel most capable of answering correctly

Music opinion writing is available as an optional independent learning project during every lesson

Resources Provided:

- Listening examples
- Rhythm instruments



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:	KDG	Unit Title:	Same & Different
Created:	Victoria Fortna	Board Approved on:	Type Here		



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



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>

Team meetings present the opportunity to review data and assess the educational needs of all students. 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.

NJDOE Fast Facts

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

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

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.

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.