



SPRINGFIELD PUBLIC SCHOOLS

Aligned to the 2009 New Jersey Core Curriculum Content Standards

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

Springfield Public Schools Springfield, New Jersey 07081

Chorale Grades 9-12

Curriculum Guide

2022

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

Springfield Board of Education
Approved December 12, 2022



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Springfield Public Schools Springfield, New Jersey

**Dr. Rachel Goldberg
Superintendent of Schools**

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

Curriculum Developed By:

Dr. Norman Francis ~ Principal of Jonathan Dayton High School

Ashley Bauers ~ Music Teacher, Department Coordinator

Springfield Public Schools

Search. Learn. Serve.

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

Resolution: J20

Introduced By: Mrs. Murphy

Seconded By: Mr. Miller

Adopted: December 12, 2022

Curriculum Adoption

To approve the following curriculum and courses for the 2022-2023 school year:

- a. **Elementary Level**
 - Art Kindergarten
 - Art Grade 1
 - Art Grade 2
- b. **Middle School Level**
 - 21st Century Musician Grade 8
 - Concert Band Grades 6-8
 - Choir Grades 6-8
 - String Ensemble Grades 6-8
 - Art Grade 6
 - 3D Art Grade 6
 - Art Grade 7 (Ceramics)
 - Art Grade 7 ArtLab MakerSpace
 - Art Grade 8
 - 21st Century Artist Grade 8
- c. **High School Level**
 - Chorale Grades 9-12
 - Concert Band Grades 9-12
 - String Ensemble Grades 10-12
 - Intro to Technical Theatre
 - Intro to Lighting & Sound
 - Intro to TV
 - AP Art and Design
 - Music & Modern History
 - Intro to Criminal Justice

Michelle Calas, School Business Administrator/Board Secretary

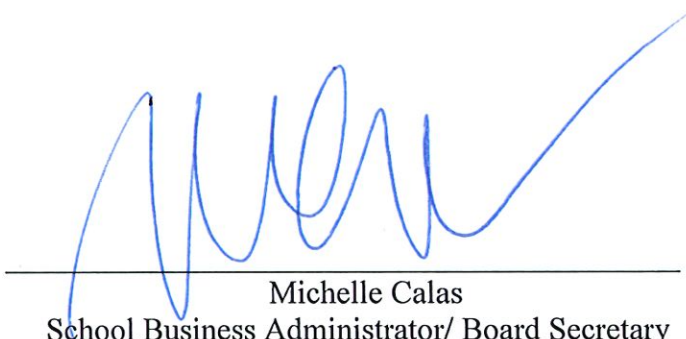
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(continued)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on December 12, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 13th day of December 2022.

SEAL



Michelle Calas
School Business Administrator/ Board Secretary



SPRINGFIELD PUBLIC SCHOOLS

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

Content Area: Visual and Performing Arts **Grade Level:** 9-12 **Unit Title:** Notation: Notes, Rhythms, and Vocal Production

Unit Summary: Students will be able to identify basic rhythms and demonstrate pitch reading skills.

Primary Interdisciplinary Connections: Health, Career Readiness

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy

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

Unit Rationale: This unit provides students with knowledge of the basics of reading the language of music and applying that to real music. Students will also be introduced to the physiology of the breathing mechanisms and that which is involved in proper vocal production and vocal health.

Career Readiness (Standard 9): 9.4

Standards: VPA 1.3C, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, 2.1

Content Statements:

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 4: Selecting, analyzing and interpreting work.

Core Idea: With a growth mindset, failure is an important part of success

Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Core Idea: Cultivating online reputations for employers and academia requires separating private and professional digital identities.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills

Core Idea: The decisions one makes can influence an individual's growth and development in all dimensions of wellness.

CPI#:

Cumulative Progress Indicator (CPI):

1.3.C.1prof.Cr1a	Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
1.3C.12prof.Cr2a	Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.
1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the



SPRINGFIELD PUBLIC SCHOOLS

Aligned to the 2009 New Jersey Core Curriculum Content Standards

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

	technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions



SPRINGFIELD PUBLIC SCHOOLS

Aligned to the 2009 New Jersey Core Curriculum Content Standards

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

SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
2.1.12.PGD.2	Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do performers select repertoire?

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.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Unit Learning Targets:

Students will be able to identify, explain and demonstrate the significance of basic rhythmic and pitch concepts in both theoretical and concert repertoire settings.

Evidence of Learning

Summative Assessment: 60 days

Equipment Needed: Piano, laptop with recording program, such as GarageBand, concert repertoire, vocal exercise books.

Teacher Resources: www.musictheory.net, www.teoria.com, www.gmajormusictheory.org

Formative Assessments:

- Aural assessments while the student sings alone
- Aural assessments while the student sings in a group
- Checking scores to see that the student is making the correct markings
- Written vocabulary quiz

Lesson	Time Frame
Lesson 1 Rhythms	20 minutes/60 days
Lesson 2 Pitches	20 minutes/60 days
Lesson 3 Sight Singing	On going
Teacher Notes:	
Curriculum Development Resources/Technology Resources:	



SPRINGFIELD PUBLIC SCHOOLS

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

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

www.nafme.org

www.njmea.org

www.ascd.org

www.musictheory.net

www.teoria.com

www.gmajormusictheory.org



SPRINGFIELD PUBLIC SCHOOLS

Aligned to the 2009 New Jersey Core Curriculum Content Standards

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

Lesson Plan 1 Template

Content Area: Visual and Performing Arts Lesson Title: Rhythms Time Frame: 20 minutes/60 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Piano, concert repertoire, "Sing on Sight" exercise books, laptops, speakers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify and perform basic rhythmic devices.	Lesson Sequence - Basic rhythms (whole, half, quarter, eighth values in 4/4 time, time signatures) are visually and aurally introduced. - Students will identify those devices in the "Sing on Sight" vocal exercise book. - Students will work in small groups on assigned exercises before rejoining the larger class group for critique. - Students will identify those rhythmic devices in concert repertoire. - Students will accurately perform the above rhythms as part of the concert repertoire for critique by students and the teacher.	- Worksheet - Aural exercises - Class discussion - Score markings
Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.		
Resources Provided: - Teacher generated notes "Sing on Sight" exercise book - Concert repertoire - Piano		



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 2 Template

Content Area: Visual and Performing Arts Lesson Title: Pitches Time Frame: 20 minutes/60 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Health

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Piano, concert repertoire, "Sing on Sight" exercise books, appropriate choral recordings

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify treble and bass clef. - Identify the names of specific notes. - Perform sight singing exercises, utilizing but not limited to solfege. - Perform individual vocal lines of concert repertoire.	Lesson Sequence - Visual and aural introduction of the staff and clefs. - Kinesthetic introduction of solfege. - Students will break into groups to work on an assigned sight singing exercise. - Small groups will perform for class critique. - Students will identify common themes in concert repertoire and perform those.	- Worksheet - Aural assessment - Score marking - Class discussion
Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together		
Resources Provided: "Sing on Sight" exercise book - Piano - Concert repertoire - Teacher generated notes		



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 3 Template

Content Area: Visual and Performing Arts Lesson Title: Vocal Production and Vocal Health
Time Frame: 10 minutes/ongoing

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: Health

Integration of Technology: Utilizing laptops to research the physiology of breathing and vocal production.

Equipment Needed: Laptops, teacher generated notes

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • discuss, demonstrate and practice posture for singing • discuss, demonstrate and practice correct breathing for singing • describe and identify resonant singing	Lesson Sequence 1. Students will discover the breathing mechanisms within themselves through various guided exercises. 2. Students will diagram the breathing mechanisms. 3. Students will discover proper posture for singing through guided exercises. 4. Students will take notes on and illustrate the proper singing posture. 5. Students will listen to examples of resonant singing.	• Written analysis of breathing mechanisms • Class discussions • Folder check for class notes
Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together		
Resources Provided: • Teacher generated notes & diagrams • Visual examples of vocal folds while singing		



SPRINGFIELD PUBLIC SCHOOLS

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

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:**9-12 **Course Title:** Chorale

Created: Ashley Bauers

Board Approved on:



SPRINGFIELD PUBLIC SCHOOLS

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Content Area: Visual and Performing Arts **Grade Level:** 9-12 **Unit Title:** Intonation, Diction, Blend & Expression

Unit Summary: Students will be able to identify and utilize score marking shorthand, perform precise diction & tonality, identify simple song form and phrasing. Students will discuss the relationship of poetry and music.

Primary Interdisciplinary Connections: Health, Career Readiness

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy

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

Unit Rationale: This unit will establish the difference between singing in and out of tune, as well as familiarize students with key terms pertaining to that, i.e. flat and sharp. The student will also learn the mechanics of executing precise diction as well as the basics of IPA (International Phonetic Alphabet). Students will then apply this knowledge when attempting to elevate their singing to an art form. We will tackle expression, dynamics and how to blend within vocal parts and the larger choral group.

Career Readiness (Standard 9): 9.2, 9.4

Standards: VPA 1.3C, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, 2.1

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 8: Interpreting intent and meaning.

Core Idea: There are strategies to improve one's professional value and marketability.

Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

Core Idea: With a growth mindset, failure is an important part of success.

Core Idea: Innovative ideas or innovation can lead to career opportunities.

Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

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

Core Idea: Cultivating online reputations for employers and academia requires separating private and professional digital identities.

Core Idea: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.

Core Idea: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

SEL.PK-12.1: Self-Awareness



SPRINGFIELD PUBLIC SCHOOLS

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

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills

Core Idea: The decisions one makes can influence an individual's growth and development in all dimensions of wellness.

CPI#:	Cumulative Progress Indicator (CPI):
1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
1.3C.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
1.3C.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).



SPRINGFIELD PUBLIC SCHOOLS

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

9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed.



SPRINGFIELD PUBLIC SCHOOLS

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

2.1.12.PGD.1

Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.

Unit Essential Questions:

- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we discern the musical creators' and performers' expressive intent?

Unit Enduring Understandings:

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- 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.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers.

Unit Learning Targets:

Students will be able to identify, explain and demonstrate the significance of accurate intonation and diction when expressing a piece of choral music. Students will also understand and demonstrate proper usage of the fundamentals of IPA (International Phonetic Alphabet).

Evidence of Learning

Summative Assessment: 60 days

Equipment Needed: Piano, laptop with recording software such as GarageBand, concert repertoire, vocal exercise books.

Teacher Resources: www.musictheory.net, www.teoria.com, www.gmajormusictheory.org

Formative Assessments:

- Aural assessments while the student sings alone
- Aural assessments while the student sings in a group
- Checking scores to see that the student is making the correct markings
- Quiz on unit vocabulary

Lesson Plans

Lesson	Time Frame
Lesson 1 Singing in tune, analyzing vocal challenges	30 minutes/60 days



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson 2 Diction

20 minutes/60 day

Lesson 3 Dynamics and Expression

Ongoing

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

www.nafme.org

www.njmea.org

www.ascd.org

www.musictheory.net

www.teoria.com

www.gmajormusictheory.org



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 1 Template

Content Area:	Visual and Performing Arts	Lesson Title:	Singing in tune, analyzing vocal challenges	Time Frame:	30 minutes a day/60 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Health

Integration of Technology: Use of GarageBand

Equipment Needed: Piano, concert repertoire, laptop, speakers, various musical recordings

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Listen to examples of singers singing in and out of tune, both sharp and flat. • Practice singing in tune. • Identify when music sounds out of tune when listening to themselves as well as others. • Diagnose vocal problems related to pitch and offer strategies to combat it.	Lesson Sequence • Students will listen to and discuss the importance of tonality after listening to examples of singers demonstrating ideal and undesirable tonality. • Through guided self exploration, students will discover how modifiers affect tonality. • Students will listen to recordings of themselves singing concert repertoire and identify issues with intonation, and then come up with strategies to fix those problems. • Students will practice communicating a diagnosis and technique to fix it in an appropriate manner to others.	• Aural exercises (listening to and performing adjustment of vowel shape to change tonality) • Class discussion • Score markings • Vocabulary worksheet



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Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.

Resources Provided:

- Teacher generated notes
- Various recorded examples of what is desirable and undesirable intonation
- Concert repertoire
- Piano



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Lesson Plan 2 Template

Content Area: Visual and Performing Arts Lesson Title: Diction Time Frame: 20 minutes a day/60 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Health

Integration of Technology: Use of Garageband, various recordings

Equipment Needed: Piano, concert repertoire, appropriate choral recordings

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and demonstrate crisp diction and open, free vowels. - Students will gain knowledge of IPA. - Students will correctly mark their scores using IPA.	Lesson Sequence - Discuss the importance of communicating a given text to the audience. - Listen to and discuss musical examples regarding diction & vowel shape. - Through a guided self exploration, students will discover the sensations and mechanisms associated with proper diction & open vowels. - Students will learn how to notate mixed vowels and mark their scores accordingly.	- Aural assessment (listening to and performing crisp diction) - Score marking - Class discussion regarding the technique of annunciating consonants and shaping vowels.
Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.		
Resources Provided: - Piano - Concert repertoire - Teacher generated notes		



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Lesson Plan 3 Template

Content Area: Visual and Performing Art Lesson Title: Dynamics and Expression Time Frame: On going

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: Career Readiness

Integration of Technology: Recordings of vital repertoire

Equipment Needed: Laptops, teacher generated notes, musical recordings

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss, demonstrate and practice singing varied dynamics (pp-ff). - Identify and discuss nonmusical examples of art that is dynamic and expression. - Apply singing techniques associated with dynamics to concert repertoire.	Lesson Sequence - Listen to specific pieces of music and discuss what makes them moving (or not). - Introduce and demonstrate dynamic terms. - Listen to the same pieces of music, focusing on its dynamics and relate that to the piece's expressiveness. - Using concert repertoire, identify what sections would be improved by the use of varied dynamics. - Perform those dynamics in the concert repertoire.	- Aural assessment (singing changing dynamics using vocal exercises and repertoire) - Class discussion of what technique is involved with changing dynamics - Score check
Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together		
Resources Provided: - Teacher generated notes/diagrams - Various musical examples		



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Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Visual and Performing Arts	Grade Level:	9-12	Unit Title:	Intonation, Diction, Blend, Expression
Created:	Ashley Bauers	Board Approved on:			



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Content Area: Visual and Performing Arts **Grade Level:** 9-12 **Unit Title:** History, Dynamics, Tempo, Performance and Critique

Unit Summary: Students will be able to identify and perform commonly encountered dynamics. Students will be able to identify musical terms in reference to historical significance. Students will generate a performance rubric and evaluate themselves.

Primary Interdisciplinary Connections: Social Studies, Career Readiness

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy

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

Unit Rationale: This unit provides students with knowledge of dynamics (including *pp*, *p*, *mp*, *mf*, *f*, *ff*), as well as exposure to the historical evolution of music as we know it today. The class will examine the connection between historical and political climates as it helped to shape music.

Career Readiness (Standard 9): 9.2, 9.4

Standards: VPA 1.3C, SOC.6.1.3, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5

Content Statements:

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 3: Refining and completing products.

Anchor Standard 4: Selecting, analyzing and interpreting work.

Anchor Standard 6: Conveying meaning through art.

Anchor Standard 9: Applying criteria to evaluate products.

Core Idea: There are strategies to improve one's professional value and marketability.

Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

Core Idea: With a growth mindset, failure is an important part of success.

Core Idea: Innovative ideas or innovation can lead to career opportunities.

Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

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

Core Idea: Cultivating online reputations for employers and academia requires separating private and professional digital identities.

Core Idea: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.

Core Idea: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

Core Idea: To better understand the historical perspective, one must consider historical context.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness



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SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills

Core Idea: To better understand the historical perspective, one must consider historical context.

CPI#:	Cumulative Progress Indicator (CPI):
1.3C.12prof.Cr2a	Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.
1.3C.12prof.Cr3a	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
1.3C.12acc.Re9a	Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g.1.4.12 prof.CR2b, 2.2.12.LF.8).



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9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure



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SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
6.1.12.HistoryUP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.

Unit Essential Questions:

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- How do we judge the quality of musical work(s) and performance(s)?

Unit Enduring Understandings:

- Musicians' creative choices are influenced by their expertise, context and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- 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.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.

Unit Learning Targets:

Students will be able to identify, explain and demonstrate various dynamics and phrasing through use of articulation and breathing. Students will listen to a variety of genres of song, as well as performing many styles, in conjunction with class discussion on the origins of such music.



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Evidence of Learning

Summative Assessment: 60 days

Equipment Needed: Piano, laptop with recording software such as GarageBand, concert repertoire, vocal exercise books, written and recorded examples of such genres as Renaissance, Classical, Jazz, Rhythm & Blues, Musical Theatre, American Folksongs and popular music, visual examples art from corresponding time periods.

Teacher Resources: www.musictheory.net, www.teoria.com, www.gmajormusictheory.org

Formative Assessments:

- Aural assessments while the student sings alone
- Aural assessments while the student sings in a group
- Checking scores to see that the student is making the correct markings
- Quiz on unit vocabulary

Lesson	Time Frame
Lesson 1 Dynamics	20 minutes a day/60 days
Lesson 2 Early Music	30 minutes a day/60 days
Lesson 3 Classic and Contemporary Music	30 minutes a day/60 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

www.musictheory.net

www.teoria.com

www.gmajormusictheory.org

www.nafme.org

www.njmea.org

www.ascd.org



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Lesson Plan 1 Template

Content Area: Visual and Performing Arts Lesson Title: Dynamics Time Frame: 20 minutes a day/60 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Piano, concert repertoire, "Sing on Sight" exercise books

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and perform commonly used dynamics. - Discuss the motivation behind the use of dynamics in concert repertoire.	Lesson Sequence - Discuss the motivation behind the use of dynamics in concert repertoire. - Invite students to identify and mark the given dynamics in the scores of concert repertoire. - Play vocal and instrumental examples of each dynamic and discuss the effect of those dynamics on the listener. - Practice dynamic contrast through vocalizations. Discuss the physiological components of producing a pianissimo as opposed to a fortissimo. - Apply that knowledge and flexibility to concert repertoire.	- Vocabulary worksheet - Aural exercises (listening to, identifying and singing dynamic range) - Class discussion regarding technique involved with singing varied dynamics - Score markings



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Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together

Resources Provided:

- Teacher generated notes
- "Sing on Sight" exercise book
- Concert repertoire
- Piano
- Listening and score examples of music which illustrates contrasting dynamics



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Lesson Plan 2 Template

Content Area: Visual and Performing Arts Lesson Title: Early Music Time Frame: 30 minutes/30 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Piano, concert repertoire, "Sing on Sight" exercise books, appropriate choral and instrumental recordings

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define music; differentiate between what is music and what is noise. - Identify and discuss some of the earliest known music and instruments, including Renaissance (including Madrigal and Chorale styles) and Classical era music. - Identify the music of influential composers, such as Beethoven.	Lesson Sequence - Define the terms used in this unit: music, Renaissance and Classical era, notation, sacred, secular, opera, modal, tonal, improvisation, harpsichord. - Map the development of mankind through these musical time periods. - Examine examples of music for each time period, noting the effect on each genre by the previous time period. - Students will work in small groups to write a call and response melody using five tones.	- Vocabulary worksheet - Written assessment of terms and corresponding time periods - Class discussion regarding the major similarities and differences between different musical time periods discussed
Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.		
Resources Provided: - Piano - Concert repertoire, when applicable - Teacher generated notes - Listening and score examples		



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Lesson Plan 3 Template

Content Area:	Visual and Performing Arts	Lesson Title:	Classical and Contemporary Music	Time Frame:	30 minutes/30 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies

Integration of Technology: Utilizing laptops to research the continuing history of music.

Equipment Needed: Laptops, teacher generated notes

Students will:

- Continue discussion on the history of music, tracing the connective lines between the formative and contemporary eras of music.
- Identify and discuss the Classical music era, Romantic music era and the Contemporary music era (including folk songs, jazz, rhythm & blues, rap, pop and musical theater).
- Identify various song forms.

Lesson Sequence

- Define the terms used in this unit: classical era, homophonic texture, opera, ornamentation, arpeggios, symphony, form.
- Discuss and listen to the work of such influential composers as Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Chopin, Berlioz, Strauss, Brahms, Liszt, Tchaikovsky, Verdi, Wagner, among others.
- Traces the evolution of music from the Romantic era through Contemporary, including American folk songs, Jazz, musical theater, R&B, rap and pop.

- Written assessments of unit terms and corresponding musical eras.
- Guided listening worksheets

Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.

Resources Provided:

- Piano
- Concert repertoire, when applicable
- Teacher generated notes
- Musical and score examples



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Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Visual and Performing Arts	Grade Level:	9-12	Unit Title:	History, Performance, Critique, Dynamics, Tempo
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Created: Ashley Bauers

Board Approved on:



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Content Area: Visual and Performing Arts **Grade Level:** 9-12 **Unit Title:** Style, Professions, Improvisation & Composition

Unit Summary: Students will discuss and demonstrate different contemporary musical styles, including improvisation. Students will be exposed to both performance based and non performance based musical careers. Students will write an essay based on an interview with a professional in a musical field.

Primary Interdisciplinary Connections: Social Studies, Career Readiness

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy

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

Unit Rationale: This unit provides students with knowledge of the different careers associated with music, both performance and non-performance based. This unit will provide students with the knowledge and skills necessary to improvise while performing. This unit will ensure that students have a practical conversation with a working musician.

Career Readiness (Standard 9): 9.2, 9.4

Standards: VPA 1.3C, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, 6.1

Content Statements:

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 3: Refining and completing products.

Anchor Standard 8: Interpreting intent and meaning.

Anchor Standard 11: Relating artistic ideas and words within societal, cultural, and historical contexts to deepen understanding.

Core Idea: There are strategies to improve one's professional value and marketability.

Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

Core Idea: With a growth mindset, failure is an important part of success.

Core Idea: Innovative ideas or innovation can lead to career opportunities.

Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

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

Core Idea: Cultivating online reputations for employers and academia requires separating private and professional digital identities.

Core Idea: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.

Core Idea: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness



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SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills

Core Idea: Advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living.

CPI#:	Cumulative Progress Indicator (CPI):
1.3C.12prof.Cr2a	Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.
1.3C.12prof.Cr3a	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
1.3C.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.
1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12 prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior



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SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
6.1.12.EconNM.7.a	Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.

Unit Essential Questions:

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do we discern the musical creators' and performers' expressive intent?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Unit Enduring Understandings:

- Musicians' creative choices are influenced by their expertise, context and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas,



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persistence, and the application of appropriate criteria.

- Musicians communicate through their use of elements and structures of music, creators and performers.
- Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing and responding.

Unit Learning Targets:

Students will be able to identify Jazz music and its specific influences, as well as its musical offspring (R&B, soul, rap, pop, etc.). Students will examine the many careers in the field of music outside of teaching and performing as a musician.

Evidence of Learning

Summative Assessment: 60 days

Equipment Needed: Piano, laptop with recording program such as GarageBand, concert repertoire, musical examples (listening & written)

Teacher Resources: www.musictheory.net, www.teoria.com, www.gmajormusictheory.org

Formative Assessments:

- Aural assessments while the student sings alone
- Aural assessments while the student sings in a group
- Quiz on unit vocabulary

Lesson Plans

Lesson	Time Frame
Lesson 1 History of American Contemporary Music	20 minutes/60 days
Lesson 2 Careers in the musical field	10 minutes/60 days
Lesson 3 Improvisation & Composition	10 minutes/60 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

www.musictheory.net

www.teoria.com

www.gmajormusictheory.org

www.nafme.org

www.njmea.org

www.ascd.org



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Lesson Plan 1 Template

Content Area: Visual and Performing Arts Lesson Title: History of American Contemporary Music
Time Frame: 20 minutes/60 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Piano, concert repertoire, appropriate musical examples

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Trace the musical and political path of influence from Europe, Africa and South America to the United States. - Identify the different types of Jazz, including Ragtime, Swing, Big Band, Bebop, Blues and a variety of more contemporary versions. - Understand the importance of improvisation to the Jazz genre.	Lesson Sequence - Define the terms used in this unit: Ragtime, Swing, Big Band, Bebop. - Listen to examples of each and discuss the evolution of the jazz sound. - Identify improvisation contextually, and attempt to describe the improvisational styles of some Jazz greats as Scott Joplin, Louis Armstrong, Duke Ellington, Ella Fitzgerald, etc.	- Guided listening worksheet - Aural exercises - Vocalized improvisation
Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.		
Resources Provided: - Teacher generated notes - Piano - Appropriate musical examples.		



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Lesson Plan 2 Template

Content Area: Visual and Performing Arts Lesson Title: Careers in the Musical Field Time Frame: 10 minutes/60 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Piano, concert repertoire, "Sing on Sight" exercise books, appropriate choral recordings

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify performance and non-performance based careers. - Generate questions for the interview subject. - Summarize the interview and draw reasonable conclusions in an essay form.	Lesson Sequence - Discuss various musical careers as a class. - Students will spend time independently researching musical careers that interest them. - Students will reach out to at least 3 professionals in a musical field for the purpose of arranging an interview. - Students will submit a list of interview questions for approval. - Students will conduct the interview in person, over the phone, or via email, etc. - Students will write a summative essay. - Students will send a copy of said essay, along with a thank you note, to the subject of the interview.	- Interview questions - Summative essay



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Differentiation:

Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.

Resources Provided:

- "Sing on Sight" exercise book
- Piano
- Concert repertoire
- Teacher generated notes



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Lesson Plan 2 Template

Content Area: Visual and Performing Arts **Lesson Title:** Improvisation and Composition **Time Frame:** 20 minutes/60 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies

Integration of Technology: Use of GarageBand to record and critique compositions and improvisations.

Equipment Needed: Laptops, teacher generated notes, listening examples, manuscript paper

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the various styles of Jazz music. - Explore the differences between a traditional tonal and blues scale. - Dissect a 12 bar blues bass line. - Improvise over composition for an audience.	Lesson Sequence - Listen to examples of Jazz music, in chronological order, focusing on bass line and progression. - Demonstrate how to write a 12 bar blues bass line, mapping the possible progression choices as a class. - Listen again to recordings, this time focusing on improvisation. Students should reflect independently, addressing such factors as tone quality, swung rhythms and overall effect of musicianship. - Working in small groups, improvise vocally over that walking bass line. Record into Garageband.	- Written reflections - Folder check for class notes - Blues progression - Improvisation

Differentiation:

Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.



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Resources Provided:

- Teacher generated notes & diagrams
- Appropriate listening examples
- Manuscript paper



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Lesson Reflection

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

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

Curriculum Design Template

Content Area: Visual and Performing Arts **Grade Level:** 9-12 **Course Title:** Chorale

Created: Ashley Bauers

Board Approved on:



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Content Area: Visual and Performing Arts **Grade Level:** 9-12 **Unit Title:** Performance, Critique, Preparation & Evaluation

Unit Summary: Students will critically analyze and evaluate themselves and others in practice and 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: This unit provides students with knowledge of how to behave as a respectful audience member, opportunities to perform in public, and visually and aurally dissect a major choral work.

Career Readiness (Standard 9): 9.2, 9.4

Standards: VPA 1.3C, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5

Content Statements:

Anchor Standard 3: Refining and completing products.

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 9: Applying criteria to evaluate products.

Anchor Standard 10: Synthesizing and relating knowledge and personal experience to create products.

Core Idea: There are strategies to improve one's professional value and marketability.

Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

Core Idea: With a growth mindset, failure is an important part of success.

Core Idea: Innovative ideas or innovation can lead to career opportunities.

Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

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

Core Idea: Cultivating online reputations for employers and academia requires separating private and professional digital identities.

Core Idea: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.

Core Idea: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making



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SEL.PK-12.5: Relationship Skills

LA.W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CPI#:	Cumulative Progress Indicator (CPI):
1.3C.12prof.Cr3a	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
1.3C.12acc.Re9a	Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12 prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).



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9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed.



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LA.W.11-12.1.D

Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

Unit Essential Questions:

- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?

Unit Enduring Understandings:

- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- 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.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Unit Learning Targets:

Students will be able to identify, explain and demonstrate proper technique during practice and performance.



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Evidence of Learning

Summative Assessment: 60 days

Equipment Needed: Piano, laptop with recording program such as GarageBand, concert repertoire, vocal exercise books, appropriate musical recordings and scores

Teacher Resources: www.musictheory.net, www.teoria.com, www.gmajormusictheory.org

Formative Assessments:

- Aural assessments while the student sings alone
- Aural assessments while the student sings in a group
- Checking scores to see that the student is making the correct markings
- Written analysis of performance in standard 5 paragraph essay form

Lesson Plans

Lesson	Time Frame
Lesson 1 Being an audience member	20 minutes/60 days
Lesson 2 Creating a rubric for critique	20 minutes/60 days
Lesson 3 Evaluation	Ongoing

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

www.musictheory.net

www.teoria.com

www.gmajormusictheory.org

www.nafme.org

www.njmea.org

www.ascd.org



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Lesson Plan 1 Template

Content Area:	Visual and Performing Arts	Lesson Title:	Being an Audience Member	Time Frame:	20 minutes/60 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts

Integration of Technology: Audio and/or visual Recordings of JDHS Chorale and professional rehearsals and performances.

Equipment Needed: Piano, concert repertoire, projection materials, appropriate recordings

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss the objectives and benefits of being a courteous audience member. - Create a checklist of qualities of a good audience member.	Lesson Sequence - Introduce the concept of the audience member playing an active role in a performance. - View performances with both courteous and disruptive audiences. - Create a rubric for those behaviors necessary to be an attentive audience member.	- Class discussion based on rubric assessment - Spring concert performance - Essay reflection of concert, using the pre-concert writing prompt (goal setting)
Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together		
Resources Provided: - Teacher generated notes - Appropriate recordings - Concert repertoire - Piano		



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Lesson Plan 2 Template

Content Area:	Visual and Performing Arts	Lesson Title:	Creating a Rubric for Critique	Time Frame:	20 minutes/60 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Piano, concert repertoire, appropriate musical recordings

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a thoughtful rubric for critiquing a musical performance. • Use the rubric to critique both amateur and professional performances.	Lesson Sequence • Review the fundamental techniques for great singing. • Determine how to qualify those techniques. • Practice critiquing using the rubric by listening to examples showcasing poor and good technique. • Write a critique of the choir concert.	• Class discussion based on rubric assessment • Score marking • Essay reflection of concert, using the pre-concert writing prompt (goal setting)
Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.		
Resources Provided: • Piano • Concert repertoire • Teacher generated notes • Rubric • Appropriate recordings		



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Lesson Plan 3 Template

Content Area: Visual and Performing Arts
Lesson Title: Evaluation
Time Frame: On going

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: Utilizing laptops to research the physiology of breathing and vocal production.

Equipment Needed: Laptops, teacher generated notes

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Record rehearsals for later critique. - Practice picking music for next year's choir based on vocal arrangement, difficulty.	Lesson Sequence - Record rehearsals for immediate written critique. - Discuss how to choose music for a well-rounded concert. - Students will pick music from the choral library and categorize it according to vocal arrangement and difficulty. - Students present their mock choral repertoire to the class with justification for music.	- Class discussion and critique of rehearsal recordings using rubric - Written critique of our concert using language arts and singing rubrics
Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.		
Resources Provided: - Teacher generated notes & diagrams - Audio recording of concert		



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Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Visual and Performing Arts	Grade Level:	9-12	Unit Title:	Performance, Critique, Preparation and Evaluation
Created:	Ashley Bauers	Board Approved on:			



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



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**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:



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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



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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



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**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



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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