



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

Springfield Public Schools Springfield, New Jersey 07081

Music & Modern History

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**

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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

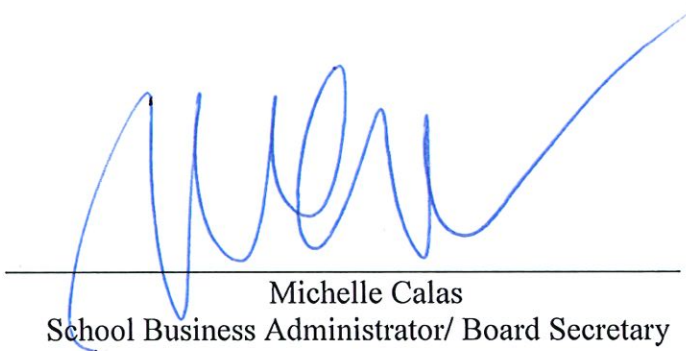
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(continued)

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



Unit Overview Template

Content Area: Social Studies **Grade Level:** 9-12 **Unit Title:** American Roots

Unit Summary: Students will gain an understanding of the folk music brought to America through Western European immigration as the roots of American music to gain an understanding of the folk music brought to America through the slave trade and developed through slavery as the roots of American music to gain an understanding how the folk music origins gained a distinct “American” sound as it began to discuss problems and issues within American society.

Primary Interdisciplinary Connections: ELA

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

Unit Rationale: This unit will lay the foundation from which all further study will stem by establishing that all “American” music is based on the traditions and cultures that shaped American society from the 17th -19th centuries.

Career Readiness (Standard 9): 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Learning Targets

Standards: SOC.6.1.12, SOC.6.2.12, RI11-12, TECH.9.4.1, SEL PK-12.2, SEL PK-12.3, SEL PK-12.4

Content Statements:

- Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
- To better understand the historical perspective, one must consider historical context.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
- Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- Complex interacting factors influence people’s perspectives
- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
- Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
- With a growth mindset, failure is an important part of success.



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

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.

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

Accurate information may help in making valuable and ethical choices.

Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.1.12. GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.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
SOC.6.1.12. HistoryCA. 2.a	Research multiple perspectives to explain the struggle to create an American identity.
SOC.6.1.12. EconNE.3.a	Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
SOC.6.1.12. HistoryUP. 3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian)
SOC.6.1.12. HistoryUP. 3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments
SOC.6.1.12. HistoryCA. 3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
SOC.6.1.12. GeoPP.4.a	Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
SOC.6.1.12. HistoryCC.3 .a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.



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SOC.6.2.12. HistoryCC.3 .b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment
SOC.6.2.12. HistoryUP. 4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
RL.11-12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful
RL.11-12.7.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
RL.11-12.9.	Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
RI.11-12.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
TECH.9.4.1 2.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
TECH.9.4.1 2.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
TECH.9.4.1 2.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change
TECH.9.4.1 2.IML.8	Evaluate media sources for point of view, bias, and motivations
TECH.9.4.1 2.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem
SEL.PK-12. 2.2	Recognize the skills needed to establish and achieve personal and educational 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. 4.1	Develop, implement and model effective problem-solving, and critical thinking skills



SEL.PK-12. 4.3	Evaluate personal, ethical, safety, and civic impact of decisions
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Unit Essential Questions:

- How did the folk music brought to America through Western European immigration create the roots of American music?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
- How did folk music brought to America through the slave trade and developed through slavery contribute to the roots of American music?
- How did regional differences that arose due to differing cultural traditions of the various settlers through the analysis of Cajun/Zydeco, Tejano and Native American music contribute to American roots music?
- How did folk music origins gain a distinct “American” sound as it began to discuss problems and issues within American society?
- How is the influence that immigration and the immigrant experience had on economic, social, and political aspects of American society at the turn of the century reflected in American music?
- How were the significant turn-of-the-20th-century trends in such areas as education, race relations, reflected in mass culture and music?
- How did the political and social changes of the early 20th century through the decade of the 1920s influence music to create a distinctly American sound?

Unit Enduring Understandings:

- Regional differences that arose due to differing cultural traditions of the various settlers through the analysis of Cajun/Zydeco, Tejano and Native American music contribute to American roots music.
- Folk music origins gained a distinct “American” sound as it began to discuss and reflect problems and issues within American society.
- Folk music, brought to America through Western European immigration and that African Slave trade, are the roots of American music.
- The folk music brought to America through the slave trade and developed through slavery is the root of American blues, jazz and rock and roll music.

Unit Learning Targets:

Students will....

identify and analyze the roots of American music.

identify and analyze aspects of the Ballad.

analyze early Folk Music to identify roots and regional differences.

analyze music brought to America through the slave trade and developed through slavery.

analyze the Spiritual to identify various aspects and influences.



analyze African American folk songs (cries, calls, hollers and work songs) to identify aspects of African American society that led to distinct African American culture.

identify problems faced by American workers from 1900-1920 by analyzing folk music and the works of Woody Guthrie.

identify folk music as a means of protest and social change through the analysis of music of Civil Rights Movement, Vietnam War era and the works of Bob Dylan and other artists.

identify current issues facing American society through the analysis and interpretation of contemporary folk lyrics.



Evidence of Learning

Summative Assessment:

Roots Music Analysis and Playlist “Oh Brother? Where art Thou?”

Commercial country music and the blues industry both began in the mid-1920s. By late in the decade both styles, as well as Southern gospel idioms, were being recorded prolifically by America’s labels. Country’s styles fully flowered, however, during the Great Depression of the 1930s. It is this era that is celebrated on the Mercury Records soundtrack to the period comedy *O Brother, Where Art Thou?*

In those days, country, gospel and blues musicians were rustic professionals who plied their trade a few rungs down the ladder from the dance bands, Broadway belters and movie crooners who dominated the musical mainstream. Instead of vaudeville theaters and cinema palaces, country acts were more likely to play at small-town schoolhouses or on makeshift stages at rural fairs. A typical pattern was to get on local radio, advertise shows and perform throughout the listening area until you’d “played out” the region and moved on to another radio station in another town.

Particularly in the early days, musical distinctions were somewhat blurry. A white blues act, for instance, might be marketed in the “race” section of a record company’s catalog. A black string band might appear in the “hillbilly” listings. Interracial bands were not uncommon. Sacred and secular selections coexisted side by side. Southern styles mingled freely, as they do on this soundtrack.

1. The earliest musical style illustrated on this album is the “field holler,” in this case the chain-gang chant of black prisoners, “Po Lazarus.” Rhythmic work songs such as this originated in slavery times. The dominant instrument in old-time music was the fiddle, not the guitar. It was far more portable and probably made the voyage across the Atlantic with our Colonial forefathers. John Hartford’s fiddling of “Indian War Whoop” is derived from the playing of the 1920s string band Ming’s Pep Steppers. – **FIND AN EXAMPLE OF A FIELD HOLLER AND ADD IT TO YOUR PLAYLIST!**

2. “Haywire Mac” was the colorful nickname of Harry “Mac” McClintock, a real-life hobo who wrote and popularized the songs of his subculture, including 1928’s “The Big Rock Candy Mountain,” heard in its original version in the movie – **FIND AN EXAMPLE OF HARRY “HAYWIRE MAC” McCLINTOCK’S SONGS, OTHER THAN “Big Rock Candy Mountain” TO ADD TO YOUR PLAYLIST.**

3. The Southern gospel industry has its roots in the 1920s, too. Companies such as Tennessee’s James D. Vaughan Publishing and Texas’ Stamps-Baxter Music created and popularized a mountain of religious material, which they spread via songbooks and touring quartets. This inspired country performers to record and preserve such classic lyrics as “I’ll Fly Away,” “Down to the River to Pray” and “I Am a Man of Constant Sorrow,” as well as newer material like “I Am Weary (Let Me Rest).” Performers such as Alison Krauss,



The Cox Family, Dan Tyminski and Gillian Welch give this material new voices; and the soundtrack also includes The Stanley Brothers' 1955 recording of the standard "Angel Band." - **FIND A COVER OF SOUTHERN GOSPEL OF THE DEPRESSION ERA THAT HAS BEEN RECORDED MORE RECENTLY THAN THE 1930S TO ADD TO YOUR PLAYLIST (IT CAN BE A SONG FROM THE SOUNDTRACK BUT IF SO, IT HAS TO BE A DIFFERENT ARTIST)**

4 AND 5. The discoveries of The Carter Family and Jimmie Rodgers in 1927 gave the infant country music industry its first truly national stars. The repertoires of both of these acts have influenced generations of musicians. Rodgers is represented by "In the Jailhouse Now," sung by Tim Blake Nelson and yodeled by Pat Enright. Grand Ole Opry stars The Whites perform the Carters' theme song "Keep On the Sunny Side" here. In later years, member Maybelle Carter blossomed as a country-gospel tunesmith. Her "In the Highways" is performed by the charming juvenile trio The Peasall Sisters. **ADD A SONG (NOT ALREADY MENTIONED) PERFORMED BY JIMMIE RODGERS AND A SONG PERFORMED BY THE CARTER FAMILY TO THE PLAYLIST.**

6 AND 7. The blues grew right alongside country music. The Mississippi Delta produced a plethora of seminal stylists, not the least of whom was the highly individualistic Skip James. His ethereal, high-pitched singing and unorthodox guitar stylings have fascinated listeners ever since his discovery in 1931. Modern New Orleans bluesman Chris Thomas King evokes Skip's memory with "Hard Time Killing Floor Blues" in O Brother, Where Art Thou? One of the black gospel quartet pioneers was Nashville's The Fairfield Four, founded in 1925 and still an institution today. Like many religious tunes, the group's "Lonesome Valley" is shared by both black and white traditions. "Didn't Leave Nobody But the Baby," sung here as a trio by Emmylou Harris, Gillian Welch and Alison Krauss, is an African-American lullaby from the folk tradition. **FIND TWO EXAMPLES OF DELTA BLUES OF THIS ERA (THEY CANNOT BOTH BE BY SKIP JAMES) THERE ARE OTHER ARTISTS (LIKE ROBERT JOHNSON – THE ONE WHO LEGEND SAYS DID SELL HIS SOUL TO THE DEVIL AT THE CROSSROADS...)**

8. Jimmie Davis recorded "You Are My Sunshine" in 1940. It became one of the biggest country hits of all time. It sang him into the governorship of Louisiana in 1944 and is now so pervasive in our culture that it is a universal campfire song. This classic gets an update on the soundtrack album by the peerless old-time revivalist Norman Blake. **FIND THE MOST RECENT VERSION OF "YOU ARE MY SUNSHINE" THAT YOU CAN AND ADD IT TO YOUR PLAYLIST (make sure that it is the right "You are my Sunshine").**

9 AND 10. Much of the musical texture of the film is provided by members of the award-winning bluegrass groups Union Station and The Nashville Bluegrass Band, notable here as "The Soggy Bottom Boys" on "I Am a Man of



Constant Sorrow” and “In the Jailhouse Now.” Classic bluegrass instrumentation and playing styles were formalized in the mid-1940s, but this style’s roots are planted firmly in the ‘30s. The funereal “O Death” is even older. This mournful lament is as aged as Appalachia itself, and the craggy mountain voice of bluegrass master Ralph Stanley gives the ancient melody its perfect expression on the soundtrack of *O Brother, Where Art Thou?*

FIND A SONG (NOT LISTED ABOVE) BY UNION STATION AND ONE BY THE NASHVILLE BLUEGRASS BAND TO ADD TO YOUR PLAYLIST.

The 1930s was a period when Southern vernacular styles became established as a permanent part of our cultural heritage. Today we think of this as our “folk” music. What these performances show, however, is that these traditions are alive and well in the hands, throats and hearts of contemporary performers. Mercury Records’ *O Brother, Where Art Thou?* is a celebration of the enduring vitality of roots music and a captivating listening experience on every level.

“The reason for our using so much of the era’s music in the movie was simple,” explains Ethan Coen. “We have always liked it. The mountain music, the delta blues and gospel, the chain-gang chants, related to field chants, would, individually and in combination with each other, later evolve into bluegrass, commercial country music and rock-and-roll. But it is compelling music in its own right, harking back to a time when music was a part of everyday life and not something performed by celebrities. That folk aspect of the music both accounts for its vitality and makes it fold naturally into our story without feeling staged or theatrical.”

Equipment Needed: Computers with internet access; Spotify

Teacher Resources: “Oh Brother! Where art Thou” movie

Formative Assessments:

- Playlist Shuffle Bingo and Essay
- Lyric Interpretation - American Roots Music
- Ballad and folk tradition lyric analysis
- Explore the Origins Research
- PBS American Roots, Episode 1-4, Discussion questions



Lesson Plans

Lesson	Time Frame
Lesson 1 American Roots: The Folk Song	84 mins/2 days
Lesson 2 American Roots: The Slave Spiritual	42 min/1 day
Lesson 3 American Roots: Gospel Music	42 min/days

Teacher Notes:

The first step in understanding the role music has played in the development of American culture and history, one has to understand where we and our music came from.

Curriculum Development Resources/Technology Resources:

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

http://www.pbs.org/americanrootsmusic/pbs_arm_saa_songs.html

<http://www.negrospirituals.com/history.htm>

<http://gospelmusicheritage.org/site/history/>

[The Negro Spiritual – THE SPIRITUALS DATABASE \(spirituals-database.com\)](http://spirituals-database.com)

Slave Spirituals: History and Activism [Slave Spirituals: History and Activism \(davidson.edu\)](http://davidson.edu)

[The History of Gospel Music | Gospel Music Heritage Foundation](http://gospelmusicheritage.org)



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: American Roots: The Folk Song Time Frame: 84 min/2days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

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

Interdisciplinary Connections: English Language Arts, Creative Writing, US History

Integration of Technology: Internet used for research of contemporary issue/storyline

Equipment Needed: Laptops, Internet, speakers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and discuss themes expressed in song lyrics. - Analyze the social use and historical meaning of a song. - Write a verse of a song drawing on contemporary events.	Lesson Sequence - Ask students the following questions: In what ways is a song like a story? What are some songs that have lasted across generations? What themes do these songs deal with? Why do such themes remain relevant today? Distribute copies of the lyrics of Barbara Allen to the class. - Have students read the lyrics aloud. Play the song. What is the song "Barbara Allen" about? What themes does the song deal with? What does it tell you about the times in which it was popular? Why are the themes it expresses still relevant today? Why would songs like these be important before	- Completed verses - Discuss themes they see in the song being presented. How and why did each team come up with their song? - Discussion of lyrics and analysis of their reflection of social issues of the times



	television and radio were around? 3. Break into teams of four. Each team will come up with an idea for a song that tells a story about contemporary times in modern language, which draws on some enduring themes identified earlier by the class. 4. Have each team share their idea - or "plot line" - with the class. 5. Each team reconvenes, and makes an outline of the story the song will tell. Each team distributes sections to write among the four members. Each member writes their part (either as homework or in class). Team meets and puts the song together, does some editing if required. Each team presents their song to the class.	
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Differentiation:

Partial lyrics and/or current event topics can be provided.

Resources Provided:

- American Roots Music [PBS - American Roots Music : The Songs and the Artists - The Songs](#)
- [Crossing the Danger Water](#) pages 274-292
- Eternal Songs [PBS - American Roots Music : Eternal Songs - Folk Songs and Ballads](#)
- Barbara Allen Lyrics [Joan Baez – Barbara Allen Lyrics | Genius Lyrics](#)



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: American Roots: The Slave Spiritual Time Frame: 42 mins/1 day

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

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

Interdisciplinary Connections: English Language Arts, Creative Writing, US History

Integration of Technology: Internet used for research of contemporary issue/storyline

Equipment Needed: Laptops, Internet, speakers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze slave spirituals and Frederick Douglass's Narrative for their implicit and explicit meanings. - Draw conclusions about what these pieces say about the desire for freedom among enslaved African Americans.	Lesson Sequence - Play some examples of slave spirituals for class. Discuss basis of spirituals and conversion of African American slaves to Christianity. - Distribute an Analysis Chart for Slave Spirituals to identify focus, category, meaning, coded language of various songs. - Divide students into groups; each group is given one of the spirituals to analyze using the worksheet. - A concluding discussion should focus on: - What are the explicit and implicit meanings of the songs? - How do the songs express community? Individuality?	- Read the excerpt from Frederick Douglass's <i>Narrative</i> (on the Covey battle) to answer the following questions: - Why does Frederick Douglass challenge Covey? - Why did Douglass refer to this incident as "a turning point in my life?" - Is there a connection between Douglass's <i>Narrative</i> and the slave spirituals? Why or why not? Explain. - Close: How do spirituals illustrate a desire for freedom throughout their 250 years of subjugation? Explain. - Guided Practice: Find examples of



- Are the songs a means of survival? Why? How?
- Do the spirituals indicate a revolutionary spirit? Why or Why not?
- How is the desire for freedom reflected in each of the spirituals?

contemporary songs reflecting social struggles.

Differentiation:

Songs/lyrics can be distributed by reading ability

Resources Provided:

- [Crossing the Danger Water](#) pages 274-292 - Spiritual Lyrics
- [History Official Site of Negro Spirituals, antique Gospel Music](#)
- Frederick Douglass's Narrative excerpt (Ch.10) [Narrative of the Life of Frederick Douglass: An American Slave - Foundation for Economic Education \(fee.org\)](#)



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: American Roots Time Frame: 42 mins/1day
 Music: Gospel

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

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

Interdisciplinary Connections: English Language Arts, Creative Writing, US History

Integration of Technology: Internet used for research of contemporary issue/storyline

Equipment Needed: Laptops, Internet, speakers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify some of the leading figures in post-war gospel music. - Compare the differences in style and approach of several gospel musicians. - Analyze and discuss how music has different meanings in different social contexts.	Lesson Sequence - What is gospel music? How is gospel music supposed to make you feel? How is gospel developed from the spirituals? Discuss foundations of gospel music. - View segment of Episode Three of American Roots Music, beginning at 20:55, until 31:30. Ask students to pay particular attention to the styles of Sister Rosetta Tharpe and Mahalia Jackson as they watch the video segment. - What are some of the differences in the performing styles of Sister Rosetta Tharpe and Mahalia Jackson? - Why did some in the religious community denounce Sister Rosetta	- Explain the difference between the spiritual and gospel music. - Find an example of a contemporary Gospel song. Compare/contrast it with one of the songs we listened to in class. What are the similarities and what are the differences? - How does Gospel lend itself to the development of Rhythm and Blues? What components do you hear in examples that could lend itself to less religious songs? Listen to Ray Charles "I Got a Woman" and "It Must be Jesus" and discuss.



	Tharpe for her style of playing gospel? 5. Is it appropriate to play religious music in bars and nightclubs? Why or why not?	
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Differentiation:

Songs/lyrics can be distributed by reading ability

Resources Provided:

- [PBS - American Roots Music : The Songs and the Artists - The Songs](#) Episode 3
- Ray Charles “I Got a Woman” [Ray Charles turned gospel song into classic: Author | The Star](#)
- [The Southern Tones "It Must Be Jesus" 1954 Duke 205 Gospel Series - YouTube](#)
- [I Got A Woman - YouTube](#)



Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	9-12	Unit Title:	American Roots Music
Created:	Mary E. Cokeing				
	Board Approved on:				



Unit Overview Template

Content Area: Social Studies **Grade Level:** 9-12 **Unit Title:** Pop Goes the Music

Unit Summary: This unit examines music as it evolved into a more distinctly American sound and the music industry grew to allow music to be enjoyed by a wider segment of the American population to provide a vivid picture of life, attitudes and motivations within certain eras as our country created its own distinct identity.

Primary Interdisciplinary Connections: Music, History, Literature, Creative Writing

21st Century Themes **X** Creativity and Innovation **X** Critical Thinking and Problem Solving **X** CT Literacy
X Information Literacy **X** Life and Career Skills **X** Communication and Collaboration **X** Media Literacy

Unit Rationale: This unit builds on the established foundation to illustrate how music was reflective of a uniquely American perspective that developed with events throughout the 20th Century as illustrated by a truly “American” sound of Jazz and Rock and Roll along with a growing music industry that allowed music to be enjoyed by a wider segment of the American population to provide a vivid picture of life, attitudes and motivations within certain eras as our country created its own distinct identity.

Career Readiness (Standard 9): 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy

Learning Targets

Standards: SOC.6.1.12, SOC.6.2.12, RI11-12, TECH.9.4.1, SEL PK-12.2, SEL PK-12.3, SEL PK-12.4

Content Statements: Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
 Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
 Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
 To better understand the historical perspective, one must consider historical context.
 Human settlement activities impact the environmental and cultural characteristics of specific places and regions
 There are multiple and complex causes and effects of events from the past
 Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
 Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
 Complex interacting factors influence people’s perspectives
 Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.



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

Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

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

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

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.

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

Accurate information may help in making valuable and ethical choices.

Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.1.12.H istoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
SOC.6.1.12. HistoryCC.5 .a	Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods
SOC.6.1.12. HistoryUP. 5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
SOC.6.1.12. CivicsDP.6.a	Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
SOC.6.1.12. CivicsDP.6. b	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies
SOC.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
SOC.6.1.12. EconET.8.a	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
SOC.6.1.12.E conNM.8.a	Analyze the push-pull factors that led to the Great Migration.



SOC.6.1.12. HistoryCC. 8.a	Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
SOC.6.1.12. HistoryCC. 8.c	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
SOC.6.2.12. HistoryCC.3 .b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment
SOC.6.2.12. HistoryUP. 4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
SOC.6.2.12. HistoryCC.5 .d	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
SOC.6.2.12. HistoryCC.5 .h	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives
RL.11-12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful
RL.11-12.7.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
RL.11-12.9.	Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
RI.11-12.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
TECH.9.4.1 2.IML.8	Evaluate media sources for point of view, bias, and motivations
TECH.9.4.1 2.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem
SEL.PK-12. 2.2	Recognize the skills needed to establish and achieve personal and educational 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. 4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12. 4.3	Evaluate personal, ethical, safety, and civic impact of decisions

Unit Essential Questions:

- How do the lyrics and influence of Stephen Foster and the Parlor Song reflect aspects of antebellum America?
- What was the impact of the Minstrel Show and how did they reflect on American ideals and antebellum race relations?
- How did Civil War songs reflect the mood of the country including positive aspects of society?
- What was the influence of Tin Pan Alley songwriters, how did their purposeful manufacture of songs conform to passing trends and how did they shape popular music in the early 20th century?
- How did the popularity of Broadway shows/music and rapid production of Tin Pan Alley songs centralize the music industry in New York City?
- What was the impact of the radio and the phonograph on the music industry and its influence in the growth and spread of popular music in the early 20th century?
- How did jazz evolve and what is the difference in the various styles and artists responsible for its expansion in the early 20th century from 3 distinct cities: New Orleans, Chicago and New York City?
- What access was afforded to the black artists through Ragtime, brass bands, Jazz and into the Swing Era Big Bands and the developments of the early 20th century that led to greater acceptance of black artists in mainstream/popular American culture?
- What was the symbiotic relationship between Tin Pan Alley songwriters, Broadway Musicals and Jazz/Big Bands that resulted in what is now known as the American Standard (or American Songbook)?
- What are the early rhythm and blues sounds that form the blues roots?
- What social issues are reflected in blues lyrics?
- How do you compare and contrast works of various artists, including Little Richard, Chuck Berry, Elvis, Buddy Holly and Jerry Lee Lewis to identify contributions to rock and roll sound?
- How did American music have world-wide influence, and how was it interpreted and adapted by various British artists including Van Morrison, The Who, Eric Clapton and The Beatles?
- What was the impact of the so-called British Invasion on American music in the late 50s and early 60s?
- What was the impact of TV shows such as Ed Sullivan and American Bandstand on American culture and the growth of American music as a reflection of 1950s post war prosperity?



- What were the origins of rock and roll?
- How did folk music serve as a means of protest and social change through the music of the Civil Rights Movement, Vietnam War era and the works of Bob Dylan and other artists?
- How were the “Summer of Love” and aspects of 60s counter-culture reflected in the music of the era?

Unit Enduring Understandings:

- There were significant turn-of-the-20th-century trends in such areas as education, race relations, and mass culture.
- After World War I and throughout the decade of the 1920s there were many political and social changes.
- Issues such as Prohibition, the changing role of women, and the influence of the Harlem Renaissance had a great influence on life in the 1920’s.
- The end of 1920’s prosperity had lasting effects on society as severe economic problems gripped the nation, and Americans did what they had to in order to survive.
- The Baby Boom Generation brought many economic, social, and cultural changes in postwar American society
- The advent of TV, the interstate highway system, growth of suburbs, democratization of education and rock and roll had a great impact on cultural aspects of American society.
- The 1950s and 1960s are marked by the African-American struggle for civil rights and music was an integral part of their struggle.
- The military and political events of the Vietnam War in Southeast Asia had a great impact on life and foreign policy in the United States and that music was a form of social commentary and rebellion.
- There were sweeping social protest movements of the 1960s and a quest for radical change initiated by Latinos, Native Americans, women, and young people and music reflected and challenged inequality, gender roles and sexuality
- The Nixon Administration, the end of the Vietnam War and the Watergate scandal impacted the political, social, and economic events of the 1970s.

Unit Learning Targets:

Students will....

identify aspects of early popular music as well as the accomplishments, legacy and influences of initial “pop” artists.

identify how the growth of the music industry following the Civil War and into the 20th century, with technological advancements and growth of cities, changed and influenced American music.

identify how composers like Aaron Copeland utilized Western European influences but also incorporated various of early 20th century American culture to develop American Classical music.

identify the expansion of “race music” of the late 1940s and early 1950s that laid the foundation of American rock and roll music.

explore the impact of TV in the facilitation of cross-over to “race music” to mainstream popular culture and how this influence changed the course of music both in the United States and abroad.

identify how music from the late 1960s and beyond reflected social and political aspects of American society to protest or raise awareness of social issues.



Evidence of Learning

Summative Assessment:

Rock and Roll – Research Project

Directions: After visiting several of the following rock 'n roll websites, complete one or more of the following activities:

Pick the Top 10 Performers of Rock 'n Roll. Put together a top-ten list of performers from this decade of rock 'n roll. Explain why each of your picks deserves to be included in this top-ten list. You should briefly include both personal and professional facts including (but not limited to): basic biographical info – birth date, place, education, marriage, children, etc., as well as information regarding each artist's career. Create a poster that shows your choices for the top-ten award. Vote on your favorites as a class and put them in order on the bulletin board.

What Is Your Favorite Rock 'n Roll Song? Pick your favorite 5 classic rock 'n roll songs. Find the lyrics online. Looking at the lyrics of the song, analyze them as a piece of poetry. Explain their meaning or story.

Create a New Collection. Your mission is to select a person or group that you enjoy. Select your favorite songs to go on a "best of" CD. Create the CD cover including the song list and a front cover. Inside, write about why you like each song.

Debate "Today's" Rockers. Are there any new "Rock 'N Roll" bands or is the new music a different form? Take a stand on one side of the issue. Write an article for "Rolling Stone" magazine defending your position. Try another debate or discussion topic such as "Was there really a rock revolution?", "Why don't parents seem to like the same music as teenagers?", "Who's the greatest rocker of all time?".

Equipment Needed: Laptop, Internet access

Teacher Resources: [Inductees | Rock & Roll Hall of Fame \(rockhall.com\)](#)
[Rock Music Timeline - Home](#)

Formative Assessments:

- Playlist Creation
- Lyric Analysis
- Discussion
- Harlem Renaissance Wiki Page Project
- Pioneers of Rock Comparative Analysis



Lesson Plans

Lesson	Time Frame
Lesson 1 Tin Pan Alley: To Broadway and Beyond	84 mins/2 days
Lesson 2 Pioneers of Rock: Chuck Berry	84 mins/2 days
Lesson 3 Music of the Civil Rights Movement	84 mins/2 days

Teacher Notes:

Time frame is an approximate, and is subject to change based on the needs of the classroom and student ability. Several websites outlined and discussed in class can assist students in formulating opinions and organizing writing.

Curriculum Development Resources/Technology Resources:

“American Roots Music” – episode 3

“Jazz: A Film by Ken Burns” – episodes 1-6

“History of Rock and Roll, Episodes 1-10

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

[Bob Dylan | About Bob Dylan: No Direction Home, directed by Martin Scorsese | American Masters | PBS](#)

[The Big Bang! The Birth of Rock and Roll | Gilder Lehrman Institute of American History](#)
[Woodstock Music Festival Museum – Learn About The Bands & Where It All Happened \(bethelwoodscenter.org\)](#)

[Rock Music Timeline - Home](#)

[Lesson Plan Collections - TeachRock](#)

[The History of Rock and Roll \(history-of-rock.com\)](#)



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Tin Pan Alley: To Broadway and Beyond Time Frame: 84 mins/2 day

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

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

Interdisciplinary Connections: English Language Arts, Creative Writing, US History

Integration of Technology: Internet used for research of contemporary issue, songs, playlist

Equipment Needed: Laptops, Internet, speakers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define pop music. - Define Tin Pan Alley and its impact on American society. - Identify songs and artists from Tin Pan Alley. - Identify various styles of American standards: Tin Pan Alley, Swing, Broadway, etc. - Analyze significance of American standard music on American society and further development of American music styles.	Lesson Sequence - Discuss pop music of today - what is pop music? Has there always been pop music? Who determines what is popular? How is pop music a reflection of society? What are the origins of pop music? Go to the website and read about Tin Pan Alley. What is Tin Pan Alley? Identify Tin Pan Alley songs and artists. Create a 5 song playlist. - Interpret lyrics of some Tin Pan Alley songs - how do they reflect events of the late 19th early 20th century? - Read about Broadway's influence on popular music?	- What impact has the American Standards Songbook had on the development of music into the 20th and 21st century? - Do we have modern standards? What are they - add 3 songs to your playlist.



	4. Identify American Songbook standards. Add a 5 song playlist. http://www.allmusic.com/subgenre/tin-pan-alley-pop-ma0000011920/artists Identify various styles of American standards: Tin Pan Alley, Swing, Broadway, etc. Analyze the significance of American standard music on American society and further development of American music styles	
Differentiation: Song selection based on student choice		
Resources Provided: • Songwriters Hall of Fame (songhall.org) • Tin Pan Alley Pop Music Artists AllMusic • Current Gallery Exhibit (thesongbook.org)		



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Pioneers of Rock: Chuck Berry Time Frame: 84 min/2 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

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

Interdisciplinary Connections: English Language Arts, Creative Writing, US History

Integration of Technology: Internet used for research of contemporary issue/storyline

Equipment Needed: Laptops, Internet, speakers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze various aspects and elements of Chuck Berry. - Examine Berry guitar riffs and lyrics. - Formulate opinion regarding significance to rock and roll history.	Lesson Sequence - Read introductory biographical materials about Chuck Berry while listening to a number of his songs. - Compare his music to that of other pioneers. What is distinctive? Analyze his lyrics. How does Berry usher in "Rock and Roll" as we know it? (GUITAR vs.piano and/or horns) Guitar-based Rock and Roll had its founding father. - Identify his blend of R&B and Country and Western influences, and his energetic performance style, which helped pave the way for a generation of guitar-playing showmen by watching video clips and reading materials.	- Do you agree with the following? "There's only one true king of Rock and Roll. His name is Chuck Berry."-- Stevie Wonder "If you tried to give Rock and Roll another name, you might call it 'Chuck Berry.'"-- John Lennon "There's not a lot of other ways to play Rock and Roll other than the way Chuck plays it; he's really laid the law down."-- Eric Clapton "Chuck Berry is the greatest of the rock and rollers." -- Music critic Robert Christgau



	4. Assign the research of visual elements for the poster as homework. They will work in groups of 4-5 students to create elements of a class museum exhibit on Berry as a Rock and Roll pioneer. Each group will investigate one aspect of Berry's influence, as follows: Group 1 - Guitar Riffs/Solos. Required video: Guitar Solos Group 2 - Berry as Songwriter: Lyrics. Required video: "Johnny B. Goode" Group 3 - Country Music Influences. Required videos: "Ida Red" & "Maybellene" Group 4 - Performance Style. Required video: "Johnny B. Goode" 5. Allow students sufficient time to read through the source material in their packets and watch the video clips. 6. After students have viewed and discussed the material, allow additional time for them to write a paragraph summarizing their topic, as described in the group handout.	
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Differentiation:

Groups will be based on student choice

Resources Provided:

- [Rock Music Timeline - Home](#)
- [Lesson Plan Collections - TeachRock](#)



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- [The History of Rock and Roll \(history-of-rock.com\)](http://history-of-rock.com)



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Music of the Civil Rights Movement Time Frame: 84 min/2 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

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

Interdisciplinary Connections: English Language Arts, Creative Writing, US History

Integration of Technology: Internet used for research of contemporary issue/storyline

Equipment Needed: Laptops, Internet, speakers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify certain aspects of the Civil Rights Movement to assess prior knowledge. - Analyze and interpret various song lyrics to identify elements of American Roots music as well as significance to the Civil Rights Movement.	Lesson Sequence - What do we know about the Civil Rights Movement - Brainstorm and discuss. - Play "People Get Ready." Ask students to follow the lyrics as they listen. - Students will be working in pre-assigned pairs. Ask each pair to discuss briefly what they think the song is about. After they've done this, ask each student to write one sentence summarizing in his or her own words what the song is about. - Poll sample student responses. Lead a classwide discussion built around the following questions: Is "People Get Ready" a religious song? What might be some clues suggesting religious themes? Is "People Get Ready" about something other than religion? What	How do these Civil Rights Movement songs relate back to slave spirituals? What is the correlation? Was this correlation deliberate? What role does music serve in the Civil Rights Movement?



- might that be? What does the song mean when it says you “don’t need no baggage” and “don’t need no ticket”? To go where? Whom do you think this song would most appeal to? Why do you think this became such an important song in the Civil Rights movement? Why do you think music was so important to the Civil Rights Movement?
5. Play video clips of Andrew Young discussing the role of singing and musical expression to the Civil Rights movement and his personal experience within the movement. (Explain to students that the “Bull” Connor Young refers to was the chief of the police and fire departments in Birmingham, Alabama, and was notorious for his use of attack dogs and fire hoses against peaceful marchers during the Civil Rights movement.)
 6. Ask students, remaining in pairs, to analyze the lyrics of an assigned song from this era ("A Change is gonna Come" "Keep on Pushing" "Ain't Gonna Let Nobody" "Meeting Over Yonder" "I Know a Place" "Think" "Stand" "Respect Yourself")
 7. Discuss the meaning and purpose of each song.

Differentiation:

Pairs and song assignments based on reading ability.



Resources Provided:

- [The Music of the Civil Rights Movement - TeachRock](#)
- [Crossing the Danger Water](#)
- [People Get Ready - Music of the Civil Rights \(weebly.com\)](#)



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Social Studies	Grade Level: 9-12	Unit Title: Pop Goes the Music
Created: Mary E. Cokeing	Board Approved on:	



Unit Overview Template

Content Area: Social Studies **Grade Level:** 9-12 **Unit Title:** When Music is the Issue

Unit Summary: This unit studies how music from the late 1960s and beyond reflected social and political aspects of American society to protest or raise awareness of social issues as well as study the impact that technology has had on the music industry sometimes resulting in the music being the issue itself.

Primary Interdisciplinary Connections: Music, History, Literature, Creative Writing

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

Unit Rationale: Music, like history and culture, does not stop changing and evolving. It continues to change to reflect how society changes - politically, economically, technologically. It often becomes a powerful medium to effect social and political change and raise awareness of social issues. This unit then allows us to examine that symbiotic relationship.

Career Readiness (Standard 9): 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy

Learning Targets

Standards: SOC.6.1.12, SOC.6.2.12, RI 11-12, TECH.9.4.1, SEL PK-12.2, SEL PK-12.3, SEL PK-12.4

Content Statements: Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
 Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
 Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
 To better understand the historical perspective, one must consider historical context.
 Human settlement activities impact the environmental and cultural characteristics of specific places and regions
 There are multiple and complex causes and effects of events from the past
 Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
 Governments around the world support universal human rights to varying degrees.
 Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
 Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.



Complex interacting factors influence people’s perspectives
 Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
 Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
 Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
 With a growth mindset, failure is an important part of success.
 Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
 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.
 Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
 Accurate information may help in making valuable and ethical choices.
 Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.1.12. HistoryCC.3 .a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
SOC.6.1.12. HistoryCC.5 .a	Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers’ rights, the economy, and politics across time periods.
SOC.6.1.12. HistoryUP. 5.a	Using primary sources, relate varying immigrants’ experiences to gender, race, ethnicity, or occupation
SOC.6.2.12. HistoryUP. 4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
SOC.6.2.12. CivicsHR.5. a	Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
SOC.6.2.12. HistoryCC.5 .a	Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
SOC.6.2.12. GeoPP.5.a	Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).



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SOC.6.2.12. HistoryCC.5 .d	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
SOC.6.2.12. HistoryCC.5 .h	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives
SOC.6.3.12. HistoryCA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools
RL.11-12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful
RL.11-12.7.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
RL.11-12.9.	Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
RI.11-12.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
TECH.9.4.1 2.IML.8	Evaluate media sources for point of view, bias, and motivations
TECH.9.4.1 2.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem
SEL.PK-12. 2.2	Recognize the skills needed to establish and achieve personal and educational 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. 4.1	Develop, implement and model effective problem-solving, and critical thinking skills



SEL.PK-12. 4.3	Evaluate personal, ethical, safety, and civic impact of decisions
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Unit Essential Questions:

- How were concerns about Vietnam, atomic energy, civil rights and the women's rights movement in protest, political and social issues reflected in music?
- How did the rise and fall of disco music reflect attitudes of the 1970s?
- How did disco represent an escape from the reality of the turmoil of the 1970's?
- What was the evolution of Punk music and how the style reflected the turmoil of the late 1970's?
- What social issues of the 1980s and 90s are reflected through lyrics?
- What power does music have in raising awareness and addressing needs of our society through the study of musical events such as Live Aid, Amnesty International's Conspiracy of Hope Tour, and Farm Aid?
- What was the impact of MTV on the growth of Glam/hair/heavy metal music of the 1980s?
- How do the lyrics and style of grunge music reflect aspects of late 80s-early 90s Generation X?
- What issues were faced by the black community in the 80s and 90s that can be identified through the analysis of various rap artists and their lyrics?
- What was the impact of media on rap music in developing it into mainstream culture of the late 20th and early 21st century?
- How has music become the issue rather than the reflection of the issue in terms of the following aspects:
 - Propaganda?
 - Censorship?
 - Parental Warning Labels --The --"N" Word in lyrics?
 - Covers, sampling and copyrights?
 - Technology & Ethics of file sharing?

Unit Enduring Understandings:

- The military and political events of the Vietnam War in Southeast Asia had a great impact on life and foreign policy in the United States and that music was a form of social commentary and rebellion.
- There were sweeping social protest movements of the 1960s and a quest for radical change initiated by Latinos, Native Americans, women, and young people and music reflected and challenged inequality, gender roles and sexuality
- The Nixon Administration, the end of the Vietnam War and the Watergate scandal impacted the political, social, and economic events of the 1970s.
- The 20th century brought global political, economic, and social changes including:
 The Gulf War, the war in Iraq, growth of a world economy with the information, technological, and communications revolutions
- The 21st century will have paradoxes and promises of, including: technological



- growth, economic imbalance and social inequalities among the world's people the growth of terrorism as a means of warfare.

Unit Learning Targets:

Students will....

analyze the evolution of Punk music and how the style reflected the turmoil of the late 1970's.

identify social issues of the 1980s and 90s through lyric analysis.

identify the impact of MTV on the music industry through the examination of the growth of hair/heavy metal bands and the development of grunge music.

identify the issues faced by African Americans in the late 20th century through the analysis of rap music as it evolved from street rap to a mainstream hip hop culture.

examine the power of music in raising awareness and addressing needs of our society through the study of musical events such as Live Aid, Amnesty International's Conspiracy of Hope Tour, and Farm Aid.

analyze how music is the issue through analysis of Propaganda, Censorship, Parental Warning Labels, the "N" Word in lyrics; Covers, sampling and copyrights; technology & Ethics of file sharing; social media and the record industry.



Evidence of Learning

Summative Assessment:**Course End Assessment**

Directions: Using the information that we have gathered, discussed, researched etc throughout the course, complete each of the following statements in four (4) separate yet thorough well written essay paragraphs using specific examples to support your assertions. You have until the end of the class period to complete and submit your responses.

Music is history because...

Music is culture because...

Music is integrator because...

Music is the voice of the people because...

Equipment Needed: Laptops

Teacher Resources: As this is a culminating activity, the essays would be based on resources and materials distributed to the students throughout the semester.

Formative Assessments:

- “Live Aid”
- Protest Lyric Analysis
- Punk Lyric Analysis
- Covers vs. samples and copyright law
- Protest Songs of Today: What is the message?
- The “N” Word issue in lyrics
- “Heavy Metal Suicide” – the impact of music on youth
- The ethics of file sharing
- Final Project



Lesson Plans

Lesson	Time Frame
Lesson 1 Disco: From Start to Demolition	126 mins/3 days
Lesson 2 Punk Rock as the Reaction	84 mins/2 days
Lesson 3 Protest as an Event	84 mins/2 days

Teacher Notes:

Time frame is an approximate, and is subject to change based on the needs of the classroom and student ability. Several websites outlined and discussed in class can assist students in formulating opinions and organizing writing.

Curriculum Development Resources/Technology Resources:

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

[Punk Rock - TeachRock](#)

[Top 100 Punk Bands as voted by MusicianForums.com Punk Forum users \[Page 2\] - Rate Your Music](#)

[The Rise of Disco - TeachRock](#)

[White Sox' 'Disco Demolition' Promotion Still Echoes in Baseball Lore - The New York Times \(nytimes.com\)](#)

[Why Disco Died - Neatorama](#)

▶ [The Concert for Bangladesh, August 1, 1971](#)

[Live Aid: A History of the 1985 Charity Concert \(mentalfloss.com\)](#)

▶ [David Bowie - Heroes \(Live Aid, 1985\)](#)



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Disco: From Start to Demolition Time Frame: 126 m/3 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

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

Interdisciplinary Connections: English Language Arts, Creative Writing, US History

Integration of Technology: Internet used for research of contemporary issue/storyline

Equipment Needed: Laptops, Internet, speakers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify historical aspects that contributed to the general feeling of economic and social malaise in the 1970s. - Analyze the influence of the Gay Rights and Women's Rights movements on popular American culture. - Analyze the prominence of Disco music as a social and cultural force in the late 1970s. - Evaluate primary sources and make connections between those sources.	Lesson Sequence - Display this quote from music critic Stephen Holden, also from 1979: "Everyone here knows that 1979 will go down in history as the year Disco became the biggest thing in pop since Beatlemania and possibly since the birth of rock & roll." -- Music critic Stephen Holden, quoted in Ralph Giordano, <i>Social Dancing in America</i>, 2007 - Discuss: What does the word "Disco" mean? What is a discotheque? What do people do at a discotheque? Why might a particular style of music come to be known as "Disco"? What does the name imply about the purpose of the music? What does the quote say about how popular Disco was in 1979? Under what kinds of historical circumstances do	- Day 1: In your own words, what is the attraction of a disco? - Day 2: How did Disco relate to the sentiments and social movements of the 1970s? - Day 3: How would you summarize the "death of disco?"



- you think people would be drawn to music that makes them want to dance?
3. Show students the opening moments of the following videos of songs that were major Disco hits in the 1970s: Peaches and Herb, "Shake Your Groove Thing"; Sylvester, "Mighty Real"; and Donna Summer, "Love to Love You Baby." Discuss: How would you describe the music? How would you describe their appearance? How would you describe the style of dancing of the audience? Why do you think many of these people have come to the disco to hear the music and dance? How might this music provide them with an escape from the issues that they face in their daily lives?
 4. Play the video of the Village People on The Merv Griffin Show performing their hit song "YMCA." Explain to students that the Village People were named for New York City's Greenwich Village, an area with a large gay population and where the modern Gay Rights movement began in 1969 with the Stonewall Riots.
 5. Discuss.
 6. Distribute Handout 1: Social and Economic Conditions in the 1970s. Instruct students to work in small groups to analyze the documents, answer the questions on the chart, and discuss the



- questions listed at the end of the Document Set.
7. After all groups have had a chance to look at the documents and answer the questions, briefly poll groups on their findings.
 8. Distribute Handout 2: Saturday Night Fever. Ask for a volunteer to read the first paragraph aloud.
 9. Play the Saturday Night Fever trailer. Discuss: What does Tony tell his father about when and where people say positive things about him? What word is used to describe Tony when he is on the dance floor? What kind of atmosphere does the disco offer? Based on what you have seen in the trailer, why do you think this movie was so successful? Why did it help to make Disco music, and the kind of dancing it encouraged, so popular?
 10. Ask for volunteers to read out loud the quotes on the handout from Roger Ebert and Pauline Kael. Discuss: How does Ebert describe the political and musical atmosphere of the 1970s? What does he suggest Disco music and dancing provide for young people in this environment? Why might Disco have been particularly appealing to people from working-class backgrounds? What did it provide them that they might not have



- found in their everyday lives?
11. What does Kael suggest about what Disco dancers got out of dancing? What is Kael saying not simply about why Disco was so popular with young people in the 1970s?

Differentiation:

Group formation based on reading level

Resources Provided:

- [The Rise of Disco - TeachRock](#)
- [White Sox' 'Disco Demolition' Promotion Still Echoes in Baseball Lore - The New York Times \(nytimes.com\)](#)
- [Why Disco Died - Neatorama](#)



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Punk Rock as the Reaction Time Frame: 84 min/2 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

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

Interdisciplinary Connections: English Language Arts, Creative Writing, US History

Integration of Technology: Internet used for research of contemporary issue/storyline

Equipment Needed: Laptops, Internet, speakers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the historical events surrounding the birth of the Punk Rock movement in the US and Britain. - Analyze the political and social nature of the British Punk Rock movement. - Compare and contrast visual and musical elements of Punk Rock and the so-called Stadium Rock of the 1970s. - Trace musical expression to the specific historical context from which it emerged.	Lesson Sequence - Divide students into groups of 3-4. Explain that they will be working in these groups to create an original album cover for a fictitious British Punk band of the 1970s. However, before they do so, they must investigate the origins of the Punk Rock movement to have a better understanding of what Punk artists were trying to express. - Distribute Handout 2: Punk Rock Discussion Guide and Handout 3: Punk Rock Document Set to each group. Instruct students to use the documents to help them answer the following questions in the discussion guide. - Music “Virtuosity” is defined as having great technical skill. For which of the bands	- Day 1: How was Punk Rock a reaction both to the commercialization of Rock and Roll and to the social climate in late 1970s. - Day 2: Go to the site provided research 3 Punk Rock bands of your choice: where are they from, how did they get their start etc. Then select 5 of their songs and analyze the lyrics. What issues were they addressing in their songs?



	in the videos is virtuosity more important? 4. According to the interview with Bono, what was Punk Rock's attitude toward virtuosity? Does he believe you need to be a virtuoso to make Rock and Roll? 5. Look at the track listings from two different albums. What do you notice about the lengths of the songs? How does the length of the songs on the Clash's 1977 album reflect what Bono is talking about? 6. Does the music created by the virtuosic artists convey the same message as the music performed by the other groups? How might their messages differ? 7. Audience: What do you notice about the performers' interactions with the audience in the two videos? Is the audience involved? What distinguishes the audience from the performers? How would you describe the role of the audience in this picture of Led Zeppelin? How would you describe the role of the performer in this picture of Rick Wakeman? Who do you think was going to the performance? Watch the clip of the "Sex Pistols Discussing the Music Scene" and speculate as to how they might react to such a concert. 8. How are the two sets of album covers different?	
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- Elton John (1975) and Meat Loaf (1977)
The Sex Pistols (1977) and The Clash (1977)
9. Which covers seem to better represent the idea of virtuosity? The idea of “DIY”? Why?
10. What message do you think the Sex Pistols and the Clash were trying to convey with these album covers? Did they make them because they couldn’t afford professional artists to design their covers? What other reasons might there be? Which album cover do you find most appealing, and why?

Differentiation:

Groups based on reading level. Lyric analysis based on student choice.

Resources Provided:

- [Punk Rock - TeachRock](#)
- [Top 100 Punk Bands as voted by MusicianForums.com Punk Forum users \[Page 2\] - Rate Your Music](#)



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Protest as an Event Time Frame: 84 min/2 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

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

Interdisciplinary Connections: English Language Arts, Creative Writing, US History

Integration of Technology: Internet used for research of contemporary issue/storyline

Equipment Needed: Laptops, Internet, speakers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze how a climate of political engagement in the 1960s helped influence a generation of artists to become promoters and activists. - Identify how music festivals such as Woodstock showed how music could be a powerful tool to organize massive numbers of people. - Identify the historical circumstances and issues at the root of the Concert for Bangladesh and Live Aid. - Evaluate the message and methodology of a protest event. - Make connections between musical performances and the historical contexts in which they occur.	Lesson Sequence - Prompt students with the following scenario: You have just been put in charge of organizing a protest against an unfair policy at your school (for instance, students are being prohibited from speaking anywhere on school grounds outside the classroom). What are some actions you could take to encourage your fellow students to join your cause? - As a class, make a list on the board of different ways to organize a protest and discuss how these various strategies would work in different ways. Let the students know that this activity is meant to help them understand the possibilities of protest events.	Distribute Handout 3: Summary Activity to each student. Instruct students to imagine that they are producing a benefit concert to raise awareness about an important issue occurring in the world today. Students should select an issue, a reason why that issue is worth advocating for, determine what type of event would work best to raise awareness (e.g. a march, a concert, a demonstration, etc.), and create a wish list of contemporary artists they think would help generate the greatest amount of public and media attention to their cause. Students should take 5 minutes to sketch out their idea using the



	3. Show clip of Dr. Martin Luther King Jr. delivering the “I Have a 4. Dream” speech. Discuss as a class. 5. Show images of the March on Washington (1963) and the 6. Woodstock Festival (1969). Ask students to compare images of two public gatherings in the 1960s. What do you notice about these images? What do they have in common? 7. Think back to the phrase used to advertised the festival – “Three 8. Days of Peace and Music.” What kind of political values do you think the attendees of Woodstock might have shared? 9. Show trailer for the Concert for Bangladesh (1971). 10. Explain that George Harrison was a former member of the Beatles. This video is from a year after the Beatles broke up at the height of their popularity in 1970. 11. Discuss as a class: At the beginning of the clip, how does George Harrison respond to the reporter who asks “Of all of the enormous problems in the world, how did you choose this one to do something about?”	handout. If time allows, volunteers may share proposals with the class. ● Students will translate their notes on Handout 3 into essay form, writing 3-4 paragraphs illustrating their issue and a proposed protest/advocacy event in more detail. The essay should include clear detailed background research into how their issue has become a problem worthy of everyone’s attention, a step-by-step explanation of their plan to raise awareness, and how their event will help to improve the situation.
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12. Divide students into groups of 3-4. Distribute Handout 1: The
13. Concert for Bangladesh. Groups should read aloud, alternating paragraphs.
14. Discuss as a group and share answers with the class: What did the Concert for Bangladesh borrow from both the intentions of Civil Rights demonstrations and the spirit of the Woodstock festival to create a new kind of event?
15. Why was it important to build awareness about Bangladesh in 1971?
16. Show clip of Live Aid press conference (1985). What words does musician and organizer Bob Geldof use to describe the event?
17. Distribute Handout 2: Live Aid. Groups should read aloud, alternating paragraphs.
18. Discuss as a group and share answers with the class: How did Live Aid use the example set by the Concert for Bangladesh and expand it? Why was it important to build awareness about Ethiopia in 1985?
19. What technological advances made the Live Aid concerts possible that would not have been feasible during the 1960s



- and early 1970s, the time of Harrison's event?
20. Play clip of Geldof discussing the role of pop music in humanitarian causes. Ask class: Why does Geldof think that a benefit concert is "the ultimate that pop music can do"? What point is he trying to make?
21. Read students the following quote from Bruce Springsteen:
"Artists write, and sing, and think, and this is how we get to put our two cents in, and we do it right in front of people, not in secret meetings behind closed doors. We let people know what we think ... I don't know if people go to musicians for their politics. I doubt that they do, you know, but you can rally people to think on serious issues together, and that's what we're trying to do."
22. Ask students to write a short paragraph that responds to the following prompt: Bob Geldof and Bruce Springsteen both agree that popular music can help make people think about serious issues. Can musicians make a greater impact than the government in creating change? Why or why not?

Differentiation:

Final Product based on student choice.



Resources Provided:

- [Protest as Event - TeachRock](#)

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:	Social Studies	Grade Level:	9-12	Unit Title:	When Music is the Issue
Created:	Mary E. Cokeing	Board Approved on:			



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Accommodations and Modifications for ESL Students

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

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

Mission Statement

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

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

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

Goals:

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

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

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

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

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

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

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

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

Procedures

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

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

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

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

Resource Links

https://riversideinsights.com/cognitive_abilities_test

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

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

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

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

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

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

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

NJDOE Fast Facts

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

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

Math/ELA

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

STEM

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

Enrichment Events

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