



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

Springfield Public Schools
Springfield, New Jersey 07081

Jazz Band
Grades 7-8

Curriculum Guide

2023

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

Springfield Board of Education
Approved July 24, 2023



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

**Springfield Public Schools
Springfield, New Jersey**

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Superintendent of Schools**

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Springfield Public Schools

Cultivating compassionate and extraordinary learners!

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

Resolution:J21

Introduced By: Mr. Miller

Seconded By: Mrs. Gamarekian

Adopted: July 24, 2023

Curriculum Adoption

To adopt the following curriculum and courses for the 2023-2024 school year.

- a. Dance II (Middle School)
- b. Drama II (Middle School)
- c. K-5 Mathematics (6)
- d. K-8 Social Studies (9)
- e. Environmental Science (Middle School)
- f. Jazz Ensemble Grades 7&8 (Middle School)
- g. Medical Detectives (Middle School)
- h. Mysteries in History (Middle School)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2023 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 25th day of July 2023.

SEAL



Michelle Calas
School Business Administrator/ Board Secretary

Michelle Calas, School Business Administrator/Board Secretary



Unit Overview Template

Content Area: Visual and Performing Arts	Grade Level: 7-8	Unit Title: Improvisation and Composition
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Unit Summary: This unit is focused on developing the necessary skills for composing and improvising music in a variety of styles. Students will focus on learning rhythms and simple melodies by year, and learn skills necessary for improvising within a large structure, such as a jazz AABA form or a blues.

Primary Interdisciplinary Connections: Social Studies, Career Readiness

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

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

Unit Rationale: Improvisation and composition are a key element of musical development for young students. Students will become more fluent on their instruments, and therefore be able to produce unique and original works within various guidelines.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: VPA.1.3C, SEL.PK12.1, SEL.PK12.2, SEL.PK12.3, SEL.PK12.4, SEL.PK12.5, 6.3.8.CivicsPD.3

Content Statements: Selecting, analyzing, and interpreting work. Conveying meaning through art. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

There are a variety of resources available to help navigate the career planning process.

Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.

Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills



CPI#:	Cumulative Progress Indicator (CPI):
1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3C.12nov.Cn1 1a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships



SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.
6.3.8.CivicsPD.3	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Musical Instruments, Method Books, General Music Resources

Teacher Resources: Accent on Achievement, menc.org, musictheory.net

Formative Assessments:

- Class discussion
- Playing assessments; both individual and small group
- Written assessment using online and hardcopy assessment
- Music checks to ensure students are noting
- One-on-one discussions with students to ensure students' self-efficacy

Lesson Plans

Lesson	Time Frame
Lesson 1 Rote Melodies	20 mins/30 days
Lesson 2 Composing in Noteflight	20 mins/30 days
Lesson 3 The Blues	20 mins/30 days

Teacher Notes: Students will be utilizing a variety of technologies and classroom resources to compose and improvisation.

Curriculum Development Resources/Technology Resources:

www.musictheory.net

www.flat.io

www.jazz.org



Lesson Plan 1 Template

Content Area: Visual and Performing Arts	Lesson Title: Rote Melodies	Time Frame: 20 min/30 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness, Social Studies

Integration of Technology: Use of Garageband software, musictheory.net, Flat.io

Equipment Needed: Instruments, method books, laptops, Garageband

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate understanding of the concept of rote melodies. - identify music cultures in which rote playing is preferred over written music. - perform short melodies by rote.	Lesson Sequence - Rote vs. Written? Which is better? Discuss - Listening: Agbekor or Indian Classical music. Rote or written? Discuss. - Teacher-led clapping of rote rhythms. Students transcribe. - Repeat procedure with simple diatonic melodies.	- Small group and individual performance - Rubric-based performance assessments - Recorded performance self assessments
Differentiation: Students will work alone and in groups before meeting as a class.		
Resources Provided: - Teacher generated exercises - Concert Music - Pre-selected musical exercises		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts	Lesson Title: Composing in Flat.io	Time Frame: 20 mins/30 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Flat.io, musictheory.net

Equipment Needed: Method book, laptop with internet connection

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate understanding of basic Noteflight functionalities. - compose simple musical excerpts in Flat.io.	Lesson Sequence - Demonstration: "What is Flat.io" - How-to: Inputting notes and rhythms. - Students break into groups, explore Flat.io. - Students are to compose short excerpts using the platform.	- Discussions - Small group and individual assessments - Written assignment
Differentiation: Students will work alone and in groups on these assignments.		
Resources Provided: - Teacher-generated exercises - Flat.io composition software - Musictheory.net		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts	Lesson Title: The Blues	Time Frame: 20 mins/30 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies

Integration of Technology: Use of Garageband, musictheory.net, flat.io

Equipment Needed: Blues scales, listening examples

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate understanding of the historical origins of the blues. - identify characteristics of the blues form. - improvise simple solos over the blues scale. - compose blues melodies using Flat.io composition software.	Lesson Sequence - Listening: Robert Johnson - Discuss blues history, form/structure - Listen to blues chord progression - Perform blues scale - Student volunteers improvise over form - Group compositions of blues melodies using 12-bar form and blues scale	- Written examination of compositions: writing simple rhythms - Class discussions - Individual and small group performance
Resources Provided: - Teacher-generated musical examples - Blues scales - Flat.io composition software		



Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Visual and Performing Arts	Grade Level:	7-8	Unit Title:	Improvisation and Composition
Created:	June 2023	Board Approved on:	Type Here		



Unit Overview Template

Content Area: Visual Performing Arts	Grade Level: 7-8	Unit Title: Dynamics, Tempo and Meter
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Unit Summary: Students will be able to identify and perform different tempi, dynamics, and in different meters

Primary Interdisciplinary Connections: Math, Career Readiness, Health

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

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

Unit Rationale: Tempi, meter, and dynamics are integral parts of music appreciation and performance. Tempo provides a means by which students can explore musical expression, as well as the opportunity to relate tempo to broader topics, such as public speaking. The performance of dynamics, especially in a group setting, requires non-verbal communication of ideas. Finally, meter provides the opportunity to tie musical performance into its mathematical roots.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: VPA.1.3C, SEL.PK12.1, SEL.PK12.2, SEL.PK12.3, SEL.PK12.4, SEL.PK12.5, 6.2.8.HistoryCC.1.d, 2.1.8.PGD.4

Content Statements: Generating and conceptualizing ideas. Refining and completing products. Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income. There are a variety of resources available to help navigate the career planning process.

Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.

Chronological sequencing helps us track events over time as well as events that took place at the same time.

Responsible actions regarding behavior can impact the development and health of oneself and others.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills



CPI#:	Cumulative Progress Indicator (CPI):
1.3.C.12nov.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
1.3C.12nov.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
1.3C.12int.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
9.2.8.CAP15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
9.2.8.CAP16	Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make



	constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
6.2.8.HistoryCC.1.d	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.



Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Instrument, method book, music, laptop

Teacher Method book, scores

Resources:

Formative Assessments:

- Class discussion
- Playing assessments; both individual and small group
- Written assessment using online and hardcopy assessment
- Music checks to ensure students are noting
- One-on-one discussions with students to ensure students' self-efficacy

Lesson Plans

Lesson	Time Frame
Lesson 1 Dynamics	20 mins/30 days
Lesson 2 Tempo	20 mins/30 days
Lesson 3 Meter	20 mins/30 days

Teacher Notes: These lessons are the beginnings of scaffolding for future pieces of music and musical experiences.

Curriculum Development Resources/Technology Resources:

www.teoria.com

www.musictheory.net



Lesson Plan 1 Template

Content Area: Visual and Performing Arts	Lesson Title: Dynamics	Time Frame: 20 mins/30 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Health

Integration of Technology: Garageband resources, musictheory.net

Equipment Needed: Laptop, instrument, method book, concert music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify dynamics ranging from <i>pp</i> to <i>ff</i>. - Demonstrate understanding of how to musically perform a range of dynamics.	Lesson Sequence - Perform a simple phrase using a <i>mf</i> dynamic. - Students will identify the dynamic. - Students will perform the same phrase either louder or softer. How has the musical idea changed? - Students will perform in small groups in order to develop active listening skills. - Were students able to come to a consensus? Discuss adherent challenges.	- Listening examples - Playing assessments - Classroom discussion
Differentiation: Students will work alone and in groups before meeting as a class to go over dynamics.		
Resources Provided: - Teacher-generated notes - Method Book Assignment - Concert Music Phrase		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts	Lesson Title: Tempo	Time Frame: 20 mins/30 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Math

Integration of Technology: Use of GarageBand, music theory websites, online metronome resources

Equipment Needed: Instrument, Book, Metronome or online resource

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify differences in tempi through performance. - Identify differences in tempi using traditional italian name notation. - Identify the correlation between tempi markings and performance speed. - Identify resources for looking up different tempi.	Lesson Sequence - Listening examples: pieces with varying tempi - Can we identify the tempo by ear? - Students will be given 3-5 pieces of music with varying tempo markings and attempt to identify them. - Groups will select one piece of music and perform it for the group. - Group critique: was the tempo appropriate? What happens if we vary the tempo?	- Score marking - Class discussion - Small group discussion
Differentiation: Lecture, demonstration, playing alone & within a group, listening to recordings.		
Resources Provided: - Teacher-selected musical examples - Method Book - Garageband		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts	Lesson Title: Meter	Time Frame: 20 mins/30 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Math

Integration of Technology: Use of Garageband, musictheory.net and other online resources

Equipment Needed: Instrument, book, concert music, laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate understanding of the underlying concept of meter. • Correctly read time signatures for simple and compound meters. • Perform simple and compound-meter rhythm exercises.	Lesson Sequence 1. Discuss meter. 2. Deciphering time signatures for important information. 3. Practical application of Time Signatures: clapping and/or playing exercises. 4. Discussion of compound meter. 5. Playing exercises/guided practice.	• Playing Assessments • Class discussions • Rhythm counting examples
Differentiation: Students are encouraged to seek out a methodology of deciphering rhythms that is meaningful to them		
Resources Provided: • Teacher-generated musical examples • Rhythm textbook pages • Concert music phrases		



Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Visual and Performing Arts	Grade Level:	7-8	Unit Title:	Dynamics, Tempo and Meter
Created:	June 2023	Board Approved on:	Type Here		



Unit Overview Template

Content Area: Visual and Performing Arts	Grade Level: 7-8	Unit Title: Style and Intonation
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Unit Summary: This unit is focused on cultivating knowledge of stylistic playing in a variety of musical genres. Students will also focus on honing control of their instruments by matching pitch by ear and with a tuner. Students will scaffold based on their knowledge of form and phrasing to demonstrate understanding of style.

Primary Interdisciplinary Connections: Health, Career Readiness, Social Studies

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

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

Unit Rationale: Understanding of style and idiom are cornerstones to success as a performing musician. Students must demonstrate the ability to perform a piece with correct style in order to convey the composer's intent. In addition, a career musician's ability to perform multiple styles with accuracy and expression improves the marketability of said musician in today's competitive market.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: VPA.1.3C, SEL.PK12.1, SEL.PK12.2, SEL.PK12.3, SEL.PK12.4, SEL.PK12.5, 2.1.8.PGD.4, 6.2.8.HistoryCC.1.d

Content Statements: Refining and completing products. Selecting, analyzing, and interpreting work. Developing and refining techniques and models or steps needed to create products. Employee benefits can influence your employment choices. Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income

Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

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SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management



SEL.PK-12.3: Social Awareness
 SEL.PK-12.4: Responsible Decision-Making
 SEL.PK-12.5: Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
1.3C.12nov.Cr3b	Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
9.2.8.CAP.13	Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
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SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices



SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.
2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.
6.2.8.HistoryCC.1.d	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.



Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Instrument, Method book, Concert Music, Laptop

Teacher Score, Method Book

Resources:

Formative Assessments:

- Class discussion
- Playing assessments; both individual and small groups
- Written assessment using online and hardcopy assessment
- Music checks to ensure students are noting
- One-on-one discussions with students to ensure students' self-efficacy
- Practice Rubric

Lesson Plans

Lesson	Time Frame
Lesson 1 Solo rubato, Cantabile style	20 mins/ 30 days
Lesson 2 Solfege and Sight Singing	20 mins/ 30 days
Lesson 3 Big Band Style	20 mins/ 30 days

Teacher Notes: At this point, students are familiar with musical excerpts from their books and the spring concert music.

Curriculum Development Resources/Technology Resources:

www.berkleeshares.com

www.musictheory.net

www.jazz.org



Lesson Plan 1 Template

Content Area: Visual and Performing Arts	Lesson Title: Solo Rubato, Cantabile	Time Frame: 20 mins/ 30 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness, Social Studies

Integration of Technology: musictheory.net

Equipment Needed: Instrument, musical excerpt

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate correct cantabile style in a piece of music. • Demonstrate understanding of the term rubato. • Perform a selection as a solo and small group that includes rubato. • Perform a short solo that includes rubato.	Lesson Sequence 1. Warmup; long tone and B flat scale. 2. Discuss meaning of cantabile, its place in history and applications today 3. Locate a cantabile section, and discuss the "hidden" dynamics. perform 4. Discuss rubato, its place in history and applications in modern music making 5. Play through a familiar piece of music solo, with rubato 6. Follow the conductor through a section that includes rubato	• Small group and individual performance • Guided self critique
Differentiation: Students have choice regarding interpretation of both rubato and cantabile styles		
Resources Provided: • Method book • Instrument		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts	Lesson Title: Solfege and Sight Singing	Time Frame: 20 mins/30 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Health

Integration of Technology: musictheory.net

Equipment Needed: laptop, sight singing exercises

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate understanding of the concept of sight singing. - demonstrate understanding of the benefits of singing to an instrumental musician. - utilize movable “do” solfege while singing major scales. - accurately sing simple excerpts utilizing movable “do” solfege.	Lesson Sequence - Discussion: singing and its benefits - Solfege demonstration - Students sing major scale - Apply major scale solfege to excerpt - Students sing excerpts	- Discussion - Singing assessments - Solfege assessments
Differentiation: Students may work alone or in pairs on solfege		
Resources Provided: - Sight singing packet - Musical excerpts		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts Lesson Title: Big Band Style Time Frame: 20 mins/ 30 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies

Integration of Technology: YouTube

Equipment Needed: Instrument, Music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate understanding of idiomatic style considerations for big band and jazz music. - identify patterns in music to apply big band articulation.	Lesson Sequence - Listen to recording of Count Basie's 'Lil Darlin,' ask students to listen behind the melody - Discuss how the musicians were able to accomplish the style and attitude. - Relate to articulation. - Replicate aurally using familiar music.	- Discussion - Playing assessments
Differentiation: Students may choose different sections of music		
Resources Provided: - Sheet music - Recording		



Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Visual and Performing Arts	Grade Level:	7-8	Unit Title:	Style and Intonation
Created:	June 2023	Board Approved on:	Type Here		



Unit Overview Template

Content Area: Visual and Performing Arts **Grade Level:** 7-8 **Unit Title:** Performance and Critique

Unit Summary: Students will demonstrate command of the music learned thus far, as well as demonstrate understanding of how to provide meaningful critique of oneself and of others.

Primary Interdisciplinary Connections: Career Readiness

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

Unit Rationale: This point in the school year provides the students to perform their concert for an audience. Therefore, they must be able to demonstrate technical and musical command of their repertoire. The most important performance improvements occur while critiquing one's own performance. Much time is to be spent in this unit developing necessary skills for meaningful critique.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: VPA.1.3C, SEL.PK12.1, SEL.PK12.2, SEL.PK12.3, SEL.PK12.4, SEL.PK12.5

Content Statements: Refining and completing products. Perceiving and analyzing products. Applying criteria to evaluate products.

An individual's strengths, lifestyle goals, choices, and interests affect employment and income. Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
1.3C.12nov.Cr3b	Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.



1.3C.12nov.Re9a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
9.2.8.CAP3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP2	Develop a plan that includes information about career areas of interest.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others



SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Instrument, Music, Laptop

Teacher: Concert Music, Scores

Resources:

Formative Assessments:

- Class discussion
- Performance assessments
- Guided writing assignment

Lesson Plans

Lesson	Time Frame
Lesson 1 Major Scales	20 mins/ 30 days
Lesson 2 Concert Performance	20 mins/ 30 days
Lesson 3 Critique	20 mins/ 30 days

Teacher Notes: At this point, students are fully proficient in their music, and as we continue to expand upon the expressive qualities of that music, we can also use it as an additional teaching resource.

Curriculum Development Resources/Technology Resources:

www.youtube.com

www.berkleeshares.com

www.musictheory.net



Lesson Plan 1 Template

Content Area: Visual and Performing Arts	Lesson Title: Major Scales	Time Frame: 20 minutes/30 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of internet resources, recording software

Equipment Needed: Instrument, Laptop, Music, Scale Sheet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate understanding of the correct scale. - Demonstrate understanding of how to identify a scalar pattern in music. - Proficiently perform the B flat, E flat and F scales.	Lesson Sequence - Warmup; long tone and B flat scale. - Discuss: How do we know the sound of a Major scale? Perform an "incorrect" major scale by modifying a note; do the students notice? - Describe the building of a scale, ask students to write out their B flat scale, identifying half steps and whole steps. - Look through concert music, and identify scalar passages. How do you know?	- Small group and performance assessments - Written assessments
Differentiation: Students may perform solo or in small groups		
Resources Provided: - Scale sheet - Method Book - Instruments		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts	Lesson Title: Concert Dress Rehearsal	Time Frame: 20 mins/30 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of recording hardware and software

Equipment Needed: Music, Instrument, Warm-Up materials

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Proficiently perform all concert music. - Demonstrate proper audience behavior and participation .	Lesson Sequence - Students setup for performance - Perform concert music, rehearse staging and placement for ensembles, soloists. - Students in the audience are asked to observe the requirements of the Audience Rubric. - Rehearse entire program - Group critique	- Audience Rubric - Performance Rubric - Class discussion
Differentiation: Student setups and approaches to performance will vary.		
Resources Provided: - Concert Music - Instrument - Recording apparatus		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts Lesson Title: Critique Time Frame: 20 mins/30 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of audio recordings, video where available

Equipment Needed: Critique documents, rubrics, audio apparatus

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate understanding of proper critique methods. • Demonstrate understanding of the importance of critique. • Respectfully critique the work of themselves and others.	Lesson Sequence 1. Listen to the recording of the performance. 2. Ask students to write down three good things they heard from each song, as well as three things they did not like from each song. 3. Were the good things individual or group? Were the areas of improvement individual or group? 4. Section leaders offer their input. 5. What are the three biggest things we can improve upon for the next performance? Copy down and display on a poster near the entrance of the room.	• Discussion • Writing assignment
Differentiation: Teacher may choose to break out into small splinter group discussions		
Resources Provided: • Recordings • Written assignment		



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Visual and Performing Arts	Grade Level: 7-8	Unit Title: Performance and Critique
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Created: June 2023	Board Approved on: Type Here
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SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Accommodations and Modifications for ESL Students

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

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

Mission Statement

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

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

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

Goals:

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

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

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

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

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

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

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

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

Procedures

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

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

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

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

Resource Links

https://riversideinsights.com/cognitive_abilities_test

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

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

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

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

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

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

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

NJDOE Fast Facts

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

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

Math/ELA

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

STEM

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

Enrichment Events

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