

Springfield Public Schools
Springfield, New Jersey 07081

Instrumental Music
Grade 5

Curriculum Guide

2025

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

Springfield Board of Education
Approved February 24, 2025

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:20

Introduced By: Mrs. Turnbull

Seconded By: Mrs. Murphy

Adopted: February 24, 2025

Curriculum Revisions

To approve the following curriculum revisions.

- a. Elementary School Level
 - i. Grade 3 Art
 - ii. Vocal/General Music Grade 5
 - iii. Instrumental Grade 5
- b. Middle School Level
 - i. Grade 6 Theater 101
 - ii. Introduction to Dance
 - iii. Music 8 21st Century Musician
 - iv. Art Grade 6
 - v. Grade 6 3d Art
- c. High School
 - i. Accounting I
 - ii. Accounting II
 - iii. Dance Fitness
 - iv. Intro to Technical Theater
 - v. Intro to Lighting and Sound
 - vi. Music Production Lab I
 - vii. Music Production Lab II
 - viii. Foundations in Studio Art

Michelle Calas, School Business Administrator/Board Secretary

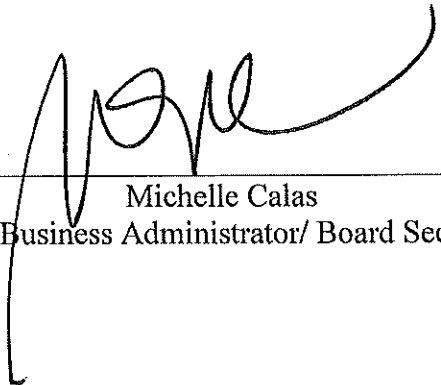
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(continued)

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 February 24, 2025 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 February 2025.

SEAL



Michelle Calas
School Business Administrator/ Board Secretary

Springfield Public Schools
Springfield, New Jersey

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Assistant Superintendent

Curriculum Developed By:

Timothy Kielty -Principal of Thelma L. Sandmeier Elementary School

David Rennie- Principal of James Caldwell School

Ashley Bauers- Coordinator of Visual, Performing & Practical Arts

Daniel Zimmer -Instrumental Music Teacher

Unit Overview Template

Content Area:	Visual and Performing Arts	Grade Level:	5	Unit Title:	Review the Fundamentals of Music Performance
Unit Summary: The fundamentals of music literacy learned the previous year will be reviewed.					
Primary Interdisciplinary Connections: Career Readiness, Language Arts, Technology, Social Studies					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	The fundamental concepts of music literacy are crucial building blocks for music performance.				
Career Readiness (Standard 9)	9.2, 9.4				

Learning Targets

Standards:	1.3D, 1.3C, L.RF.K.1, 6.3, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5
Content Statements:	Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 9: Applying criteria to evaluate products. Language Domain Core Idea: Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change. Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential. Core Idea: There are a variety of factors to consider before starting a business. Core Idea: Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music. 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

SPRINGFIELD PUBLIC SCHOOLS

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

CPI#:	Cumulative Progress Indicator (CPI):
1.3D.12nov.Cr2a	Use standard notation or audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies
1.3D.12nov.Cr3a	Apply teacher or student-provided criteria to critique, improve and refine drafts of simple melodies as well as chordal accompaniments for given melodies.
1.3D.12nov.Pr5a	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.
1.3D.12nov.Re9a	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed in RF.K.1); recognize and understand the role of the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
6.3.5.CivicsPD.2	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
9.2.5.CAP.7	Identify factors to consider before starting a business.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others

Unit Essential Questions:

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of their performance?
- How do we judge the quality of musical work(s) and performance(s)?
- Why is it important to sit with good posture?
- How do we hold our instrument correctly?
- What are the essential elements of creating a good embouchure on your instruments?
- How do tone quality and articulation skills improve an individual musician's overall sound?
- What steps can we take to help read notes on the staff?
- What steps can we take to help read rhythm correctly?

- How does taking care of our instruments and equipment affect our ability to play music correctly?

Unit Enduring Understandings:

- Musicians' creative choices are influenced by their expertise, context and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.
- We must recall and utilize the first skills we learned when playing an instrument.
- The fundamental skills will be developed further to enhance music understanding and performance.

Unit Learning Targets:

Students will....

- demonstrate all concepts learned in fourth grade.
- demonstrate knowledge of previously learned fundamental skills such as assemble and disassemble the instrument, sit with correct posture, hold instrument correctly, basic note and rhythm reading, embouchure production, and correct articulations.
- demonstrate ability to advance fundamental skills and perform more challenging repertoire.

Evidence of Learning

Summative Assessment:	Last day of the unit. Playing quizzes in small groups or individually on prepared melodies.
Equipment Needed:	Essential Elements Method Book, Instrument, Rosin, Strings, Bridges, Drum Sticks, Drum Mallets, Drum Heads, Valve Oil, Cleaner, Reeds, Concert Pieces/Sheet Music, Scores, Supplemental page(s)(when applicable), Rhythm Materials, Metronome, Tuner, Chairs, Stands, Scale Sheets, Fingering Charts, Pencils, and Erasers.
Teacher Resources:	Laptop (with necessary cables/plugs/adapters) iPad, Mimio board, speakers (with necessary cables/plugs/adapters), selected online programs/software (i.e.: SmartMusic, Itunes, Safari, Essential Elements Interactive, Music theory websites.)
Formative Assessments:	• Playing quizzes in large groups • Oral and playing quizzes on simple note and rhythm reading • Written and oral quizzes on note names, values, fingerings • Playing performances on fundamental concepts of music literacy

Lesson Plans

Lesson	Time Frame
Lesson 1 Review Fundamentals; Basic Notes and Rhythms	40 minute lessons
Lesson 2 Review Fundamentals; Posture, Articulation, and Embouchure	40 minute lessons
Lesson 3 Review Fundamentals; Instrument Care and Tone Quality	40 minute lessons
Teacher Notes: Ample time will be spent on review in the beginning of the school year.	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> Essential Elements for Band, Teacher Edition Essential Elements for Strings, Teacher Edition Basics in Rhythm by Gary Whaley www.musictheory.net www.essentialelementsinteractive.com Tonal Energy Music SmartMusic Application	

Lesson Plan 1 Template

Content Area: Visual And Performing Arts	Lesson Title: Fundamentals; Basic Note and Rhythm Literacy	Time Frame: 40 Minute lessons
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness, Language Arts, Technology

Integration of Technology: Google- Sites, Forms, Docs, Slides, will be used in conjunction with Clever, Flipgrid, Smart Music, Youtube, Essential Elements Interactive, and online music education websites and resources.

Equipment Needed: Laptop (with necessary cables/plugs/adapters) iPad, Mimio board, speakers (with necessary cables/plugs/adapters), selected online programs/software (i.e.: SmartMusic, iTunes, Safari, Essential Elements Interactive, Music theory websites.)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate previously learned mnemonic devices for note identification. • Demonstrate fingers/slide positions for each note on the music staff. • Demonstrate previously learned ways to count and sing familiar and unfamiliar notes and rhythms. • Demonstrate previously learned basic note and rhythm reading through clapping, speaking, and playing.	Lesson Sequence 1. Review mnemonic devices and other means of remembering note names on the staff. 2. Review note names on the staff. 3. Review rhythmic types and how many beats each receives. 4. Review fingers/slide positions in the Bb Scale 5. Review practice habits that involve counting, singing, and speaking basic rhythms. 6. Apply this knowledge to simple melodies.	• Written and oral quizzes on their knowledge of the music staff. • Oral quiz on the slide/finger positions for the Concert Bb scale. • Playing quiz/performance in large or small groups on the notes learned so far. • Playing quiz/performance on simple seen and unseen simple melodies.
Differentiation: Repetition previously learned fundamentals may be necessary and individuals may receive additional help. Goal Setting with students Tiered activities/assignments		

Resources Provided:

- Method book contains material that students can use to review.
- Supplemental materials may be distributed.

Lesson Plan 2 Template

Content Area:	Visual and Performing Arts	Lesson Title:	Review Fundamentals: Posture Articulation and Embouchure	Time Frame:	40 Minute lessons
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness, Technology

Integration of Technology: Google- Sites, Forms, Docs, Slides, will be used in conjunction with Clever, Flipgrid, Smart Music, Youtube, Essential Elements Interactive, and online music education websites and resources.

Equipment Needed: Laptop (with necessary cables/plugs/adapters) iPad, Mimio board, speakers (with necessary cables/plugs/adapters), selected online programs/software (i.e.: SmartMusic, iTunes, Safari, Essential Elements Interactive, Music theory websites.)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate previously learned good posture for the instrument. • Demonstrate previously learned articulations such as natural, staccato, legato. • Identify, define, and demonstrate correct embouchure.	Lesson Sequence 1. Review correct posture for playing 2. Review “ta” or “too” articulation 3. Review, define, and demonstrate legato articulation 4. Introduce staccato articulation 5. review, define demonstrate embouchure 6. apply all reviewed fundamentals to exercises and melodies	• Playing quizzes as small and large groups on all articulations • Oral quizzes and demonstrations on correct posture • Oral and playing quizzes on correct embouchure
Differentiation: Repetition previously learned fundamentals may be necessary and individuals may receive additional help. Goal Setting with students		

Tiered activities/assignments

Resources Provided:

- Method Book
- Supplemental materials may be distributed

Lesson Plan 3 Template

Content Area:	Visual and Performing Arts	Lesson Title:	Review Fundamentals; Instrument Care, and Tone Quality	Time Frame:	40 Minute Lessons
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness, Language Arts, Social Studies

Integration of Technology: Google- Sites, Forms, Docs, Slides, will be used in conjunction with Clever, Flipgrid, Smart Music, Youtube, Essential Elements Interactive, and online music education websites and resources.

Equipment Needed: Laptop (with necessary cables/plugs/adapters) iPad, Mimio board, speakers (with necessary cables/plugs/adapters), selected online programs/software (i.e.: SmartMusic, iTunes, Safari, Essential Elements Interactive, Music theory websites.)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate an understanding of previously learned ways to care for instruments and equipment. • Demonstrate previously learned concepts to help create a characteristic tone.	Lesson Sequence 1. Discuss and demonstrate ways to care for instruments, valves, reeds, corks, slides, and how this affects tone production. 2. Discuss the definition of tone quality and its importance. 3. Determine what can be done to help improve tone quality. 4. Implement practices that will improve tone quality through correct equipment and concepts from class.	• Oral evaluation of students knowledge of instrument maintenance • Oral quiz on the definition and practices of tone quality • Discuss the importance of tone quality • Small group and individual playing quizzes on practices to help improve overall tone quality

Differentiation:

Some repetition may be necessary and individuals may receive additional help. The material will be presented in several different ways.

Goal setting with students
 Tiered activities/assignments

Resources Provided:

- Essential Elements Method Book
- Supplemental Materials may be distributed

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:** 5 **Unit Title:** Review the Fundamentals of Music Performance

Created: Daniel Zimmer **Board Approved on:**

Unit Overview Template

Content Area:	Visual and Performing Arts	Grade Level:	5	Unit Title:	Expanding Note Reading and Range
Unit Summary: New notes and musical range on each instrument will be introduced and utilized in order to play more challenging exercises and pieces of music.					
Primary Interdisciplinary Connections: Career Readiness, Mathematics, Technology, Language Arts					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy					
☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	As students master the first notes on their instruments, students will then begin to expand their knowledge of playable notes on their instrument and the music staff.				
Career Readiness (Standard 9)	9.2, 9.4				

Learning Targets

Standards:	1.3D, 1.5, SEL.PK-12.3, SEL.PK-12.2, SEL.PK-12.1, MA.5.OA.B, L.RF.K.3
Content Statements:	Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential. Core Idea: Digital tools have positively and negatively changed the way people interact socially. SEL.PK-12.3: Social Awareness SEL.PK-12.2: Self Management SEL.PK-12.1: Self Awareness Analyze patterns and relationships. Language Domain
CPI#:	Cumulative Progress Indicator (CPI):
1.3D.12nov.Pr5a	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.
1.3D.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest and purpose or context.
1.5.5.Cn11b	Communicate how art is used to inform others about global issues, including climate change.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions

SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.1.1	Recognize one's feelings and thoughts
MA.5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
L.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.

Unit Essential Questions:

- How do musicians improve the quality of their performance?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- Why is it important to name the line/spaces on the music staff?
- How can we visually represent pitches that extend above and/or below the music staff?
- What is the range of an instrument?
- What is a key signature?
- What is a scale ?
- How is there a key signature scale applied to reading more notes and new music?
- What do we need to do on our instruments to play lower notes?
- What do we need to do on our instruments to play higher notes?
- How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Unit Enduring Understandings:

- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- The range of our instrument is a working process.
- Music notes need to be played above and/or below the staff.
- Key signatures and scales relate to range of an instrument.
- These skills will be continuously utilized in the future.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Unit Learning Targets: Students will....

- label ledger lines above and/or below music staff.
- define ledger lines, musical range, key signature, and scale.
- read and play notes above and/or below the musical staff.
- demonstrate a larger range on the instrument.
- locate key signature.
- perform a major scale.

Evidence of Learning

Summative Assessment: Last day of unit

Equipment Needed: Essential Elements Method Book, Instrument, Rosin, Strings, Bridges, Drum Sticks, Drum Mallets, Drum Heads, Valve Oil, Cleaner, Reeds, Concert Pieces/Sheet Music, Scores, Supplemental page(s)(when applicable), Rhythm Materials, Metronome, Tuner, Chairs, Stands, Scale Sheets, Fingering Charts, Pencils, and Erasers.

Teacher Resources: Essential Elements Method Book 1, Instrument for demonstration Laptop (with necessary cables/plugs/adapters) iPad, Mimio board, speakers (with necessary cables/plugs/adapters), selected online programs/software (i.e.: SmartMusic, iTunes, Safari, Essential Elements Interactive, Music theory websites.)

Formative Assessments:

- Playing quizzes as a group as well as individually on key signatures
- Oral and playing quizzes on ledger line notes
- Oral and playing quizzes on lower/higher notes depending on instrument
- Oral and playing quizzes on Bb and Eb scale patterns

Lesson Plans

Lesson	Time Frame
Lesson 1 Introduce Ledger Line Reading	40 minute lessons
Lesson 2 Introduce & Apply Key Signatures B-Flat and E-Flat	40 minute lessons
Lesson 3 Lower and Higher Note Technique	40 minute lessons

Teacher Notes:

It is important to keep in mind that these skills will be applied and practiced along with other aspects of music literacy such as rhythm reading.

Once note reading and range is expanded these skills will be built upon and expanded even more as students play an instrument in higher grade levels.

Curriculum Development Resources/Technology Resources:

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

Essential Elements for Band, Teacher Edition

Essential Elements for Strings, Teacher Edition

Basics in Rhythm by Gary Whaley

www.musictheory.net

www.essentialelementsinteractive.com

Tonal Energy Music

SmartMusic Application

Lesson Plan 1 Template

Content Area: Visual and Performing Arts	Lesson Title: Introduce Ledger Line Reading	Time Frame: 40 Minute Lessons
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness, Technology, Language Arts

Integration of Technology: Google- Sites, Forms, Docs, Slides, will be used in conjunction with Clever, Flipgrid, Smart Music, Youtube, Essential Elements Interactive, and online music education websites and resources.

Equipment Needed: Essential Elements Method Book 1, Instrument for demonstration Laptop (with necessary cables/plugs/adapters) iPad, Mimio board, speakers (with necessary cables/plugs/adapters), selected online programs/software (i.e.: SmartMusic, Itunes, Safari, Essential Elements Interactive, Music theory websites.)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate understanding of concepts from previous lessons. - Read all lines and spaces on the staff. - Define ledger lines. - Identify and begin to play lower/higher notes.	Lesson Sequence - Review note names of the music staff - Identify and define ledger lines - Begin to play low or high ledger line note (instrument specific)	- Written, oral, and playing quizzes on notes of the music staff - Written and oral quizzes of ledger line notes - Playing quiz of lower or higher ledger line notes
Differentiation: New material will be presented in several different ways. Students in need of more assistance will be provided with instructional aids to help them understand ledger lines.		
Resources Provided: - Essential Elements method book pages with fingering charts, definitions, and diagrams. - Essential Elements Interactive website with interactive fingering charts and playing examples of ledger line notes.		

Lesson Plan 2 Template

Content Area: Visual and Performing Arts	Lesson Title: Apply Key Signatures of B-Flat and E-Flat	Time Frame: 40 Minute Lessons
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness, Mathematics, Technology

Integration of Technology: Google- Sites, Forms, Docs, Slides, will be used in conjunction with Clever, Flipgrid, Smart Music, Youtube, Essential Elements Interactive, and online music education websites and resources.

Equipment Needed: Essential Elements Method Book 1, Instrument for demonstration Laptop (with necessary cables/plugs/adapters) iPad, Mimio board, speakers (with necessary cables/plugs/adapters), selected online programs/software (i.e.: SmartMusic, Itunes, Safari, Essential Elements Interactive, Music theory websites.)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate an understanding of concepts from previous lessons. - Successfully perform exercises and scale patterns in B-flat and E-flat. - Successfully implement a larger range and note reading through scales.	Lesson Sequence - Review the definition and purpose of a key signature - Introduce Key Signatures of B flat and E flat - Apply Key Signatures to scales and Essential Elements method book exercises.	- Oral quiz on definition of key signatures - Oral quiz on Key signatures and how they work - Playing quiz groups and individually on exercise in the key of B-flat and E-flat
Differentiation: Some repetition may be necessary for individuals that need additional help. The material will be presented in several different ways. Goal setting with students. Tiered activities/ assignments		
Resources Provided: - Essential Elements method book pages with fingering charts, definitions, and diagrams. - Essential Elements Interactive website with interactive fingering charts, and playing examples for material being taught in this lesson.		

Lesson Plan 3 Template

Content Area: Visual and Performing Arts Lesson Title: Lower and Higher Range Technique Time Frame: 40 Minute Lessons

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness, Language Arts, Technology

Integration of Technology: Google- Sites, Forms, Docs, Slides, will be used in conjunction with Clever, Flipgrid, Smart Music, Youtube, Essential Elements Interactive, and online music education websites and resources.

Equipment Needed: Essential Elements Method Book 1, Instrument for demonstration Laptop (with necessary cables/plugs/adapters) iPad, Mimio board, speakers (with necessary cables/plugs/adapters), selected online programs/software (i.e.: SmartMusic, iTunes, Safari, Essential Elements Interactive, Music theory websites.)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Apply previously learned music literacy skills to aid in learning high and/or lower notes on instrument • Demonstrate techniques that help play lower and/or higher on the instrument. • Discuss key changes in playing technique that will affect building a larger range on instrument. • Demonstrate a larger range on the instrument and note reading ability through scales.	Lesson Sequence 1. Review the definition and purpose of a key signature 2. Discuss fundamental technique that allows an instrument to play higher and/or lower 3. Play B-flat or Eb flat scales to practice fundamental technique that allows an instrument to play higher and/or lower	• Oral and written quiz on definition of Key Signatures and their purpose • Oral and written quizzes on fundamental technique that is needed to play higher/and or lower on instrument • Playing quizzes on higher and/or lower range technique using scales
Differentiation: Some repetition will be necessary for students who need additional help. The material will be presented in several different ways. Students in need of more assistance will be provided with supplemental materials. Goal setting with students. Tiered activities/assignments		

Resources Provided:

- Essential Elements method book pages with fingering charts, definitions, and diagrams.
- Essential Elements Interactive website with interactive fingering charts, and playing examples for material being taught in this lesson.

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:	5	Unit Title:	Expanding Note Reading and Range
Created:	Daniel Zimmer				
	Board Approved on:				

Unit Overview Template

Content Area:	Visual and Performing Arts	Grade Level:	5	Unit Title:	Developing and Applying Rhythmic Literacy
Unit Summary: Students will interpret familiar and unfamiliar rhythmic symbols as it relates to developing brass, woodwind, percussion, and string instrumental performance.					
Primary Interdisciplinary Connections: Career Readiness, Mathematics, Language Arts, Technology					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	As instrumental musicians grow in their music performance skills, rhythms will gradually become more complex. Students will interpret familiar and unfamiliar rhythms to enhance their music literacy ability.				
Career Readiness (Standard 9)	9.2, 9.4				

Learning Targets

Standards:	1.3D, 1.3C, 1.5, MA.5.OA.B, L.RF.K.4, SEL.PK-12.3, SEL.PK-12.2, SEL.PK-12.5
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential. Core Idea: Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music. Analyze patterns and relationships. Language Domain SEL.PK-12.3: Social Awareness SEL.PK-12.2: Self-Management SEL.PK-12.5: Relationship Skills
CPI#:	Cumulative Progress Indicator (CPI):
1.3D.12nov.Cr1a	Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
1.3D.12nov.Pr5a	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.
1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

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1.5.5.Cn11b	Communicate how art is used to inform others about global issues, including climate change.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2)
MA.5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
L.RF.1.4	Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SEL.PK-12.3.2	Demonstrate awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians improve the quality of their performance?
- How do musicians make meaningful connections to creating, performing, and responding?
- What do rhythmic symbols communicate to the performer?
- Will music sound as the composer intended if the rhythm is interpreted incorrectly?
- How does rhythm in a measure relate to a mathematical equation?
- How do rhythmic symbols relate to each other?
- How does art help us understand the lives of people of different times, places and cultures?
- How is art used to impact the views of a society? How does art preserve aspects of life?

Unit Enduring Understandings:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- The basic building blocks of music continue to be utilized throughout our musical experiences.
- Every rhythmic symbol is a fixed amount of time the note should be played for.
- Rhythm contains the "feel" or "energy" of a piece of music.

- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Unit Learning Targets:

Students will....

- identify, define, and demonstrate rhythmic symbols such as quarter note/rest, half note/rest, eighth note/rest sixteenth note/rest, tied notes, dotted notes, syncopation, accent, staccato, tenuto, marcato.
- perform in concert or class rhythmic symbols such as quarter note/rest, half note/rest, eighth note/rest sixteenth note/rest, tied notes, dotted notes, syncopation, accent, staccato, tenuto, marcato.

Evidence of Learning

Summative Assessment: Last day of unit

Equipment Needed: Essential Elements Method Book, Instrument, Rosin, Strings, Bridges, Drum Sticks, Drum Mallets, Drum Heads, Valve Oil, Cleaner, Reeds, Concert Pieces/Sheet Music, Scores, Supplemental page(s)(when applicable), Rhythm Materials, Metronome, Tuner, Chairs, Stands, Scale Sheets, Fingering Charts, Pencils, and Erasers.

Teacher Resources:

Laptop (with necessary cables/plugs/adapters) iPad, Mimio board, speakers (with necessary cables/plugs/adapters), selected online programs/software (i.e.: SmartMusic, iTunes, Safari, Essential Elements Interactive, Music theory websites.)

Formative Assessments:

- Playing quizzes in groups or individually on rhythmic dots.
- Playing quizzes in groups or individually on tied notes.
- Playing quizzes in groups or individually on accents, staccatos, and marcatos.
- Playing quizzes in groups or individually on rhythmic values such as half, quarter, eighth, sixteenths.
- Playing quizzes in groups or individually on syncopated rhythms.

Lesson Plans

Lesson	Time Frame
Lesson 1 Dots and Ties	40 minute lessons
Lesson 2 Accent, Staccato, Tenuto, and Marcato	40 minute lessons
Lesson 3 Syncopated Rhythms	40 minute lessons

Teacher Notes: Many different activities should be used to help students learn rhythm and what each symbol means. Clapping, “Down Up” with foot, counting, syllabic speaking, and writing numeric counts should all be used.

Curriculum Development Resources/Technology Resources:

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

Essential Elements for Band, Teacher Edition

Essential Elements for Strings, Teacher Edition

Basics in Rhythm by Gary Whaley
www.musictheory.net
www.essentialelementsinteractive.com
 Tonal Energy Music
 Smart Music Application

Lesson Plan 1 Template

Content Area: Visual and Performing Arts Lesson Title: Dots and Ties Time Frame: 40 Minutes

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness, Language Arts, Mathematics, Technology

Integration of Technology: Google- Sites, Forms, Docs, Slides, will be used in conjunction with Clever, Flipgrid, Smart Music, Youtube, Essential Elements Interactive, and online music education websites and resources.

Equipment Needed: Essential Elements Method Book 1, Instrument for demonstration Laptop (with necessary cables/plugs/adapters) iPad, Mimio board, speakers (with necessary cables/plugs/adapters), selected online programs/software (i.e.: SmartMusic, Itunes, Safari, Essential Elements Interactive, Music theory websites.)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Apply previously learned music literacy skills to aid in learning dots and ties on the instrument. • Define and identify dots and ties. • Perform rhythms on one pitch with dots and or ties. • Perform songs with dots and or ties.	Lesson Sequence 1. Introduce the dot and the tie 2. Define and discuss the function of dotted and tied notes 3. Apply dotted notes and tied notes in simple rhythms 4. Perform songs that include dotted notes and tied notes.	• Oral quiz on definition and function of dotted notes • Oral quiz on definition and function of tied notes • Written quizzes on definition and function of tied notes • Playing performances on dotted and tied notes
Differentiation: Some repetition will be necessary for students who need additional help. The material will be presented in several different ways.		

Students in need of more assistance will be provided with supplemental materials.
 Goal setting with students. Tiered activities/assignments

Resources Provided:

- Supplemental materials may be distributed.
- Essential Elements method book pages with fingering charts, definitions, and diagrams.
- Essential Elements Interactive website with interactive fingering charts, and playing examples for material being taught in this lesson.

Lesson Plan 2 Template

Content Area:	Visual And Performing Arts	Lesson Title:	Accents, Staccatos, Tenutos, and Marcatos	Time Frame:	40 minute lessons
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness, Language Arts, Mathematics, Technology

Integration of Technology: Google- Sites, Forms, Docs, Slides, will be used in conjunction with Clever, Flipgrid, Smart Music, Youtube, Essential Elements Interactive, and online music education websites and resources.

Equipment Needed: Essential Elements Method Book 1, Instrument for demonstration Laptop(with necessary cables/plugs/adapters) iPad, Mimio board, speakers (with necessary cables/plugs/adapters), selected online programs/software (i.e.: SmartMusic, Itunes, Safari, Essential Elements Interactive, Music theory websites.)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Apply previously learned music literacy skills to aid in learning new material on the instrument. • Identify and explain what accents, staccatos, tenutos, and marcados do to a single or group of notes. • Demonstrate accents, staccatos, tenutos, and marcados while performing music	Lesson Sequence 1. Introduce and model accent, staccato, tenuto, and marcado markings in a piece of music 2. Identify and define accent, staccato, tenuto, and marcado markings 3. Play accent, staccato, tenuto, and marcado notes in rhythmic patterns 4. Perform accents, staccatos, tenutos, and marcado markings in a concert or in class	• Oral and Written quizzes on identification of accents, staccatos, tenutos, and marcado markings • Playing quizzes as a group or individually on accents, staccatos, tenutos, and marcado markings
Differentiation: Some repetition will be necessary for students who need additional help.		

The material will be presented in several different ways.
 Students in need of more assistance will be provided with supplemental materials.
 Goal setting with students. Tiered activities/assignments

Resources Provided:

- Supplemental materials may be distributed.
- Essential Elements method book pages with fingering charts, definitions, and diagrams.
- Essential Elements Interactive website with interactive fingering charts, and playing examples for material being taught in this lesson.

Lesson Plan 3 Template

Content Area: Visual and Performing Arts	Lesson Title: Syncopation	Time Frame: 40 minute lessons
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness, Language Arts, Mathematics, Technology

Integration of Technology: Google- Sites, Forms, Docs, Slides, will be used in conjunction with Clever, Flipgrid, Smart Music, Youtube, Essential Elements Interactive, and online music education websites and resources.

Equipment Needed: Essential Elements Method Book 1, Instrument for demonstration Laptop(with necessary cables/plugs/adapters) iPad, Mimio board, speakers (with necessary cables/plugs/adapters), selected online programs/software (i.e.: SmartMusic, Itunes, Safari, Essential Elements Interactive, Music theory websites.)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Apply previously learned music literacy skills to aid in learning new material on the instrument. • Identify and define syncopation • discuss and explain down beats and up beats • Visually identify dotted quarter note to eighth note rhythm	Lesson Sequence 1. Define terms 2. Introduce playing a single note on an “up beat” 3. Introduce the dotted quarter note to single eighth note syncopated rhythm 4. Use the numeric counting system to count syncopated rhythms	• Oral and written quizzes on definitions of dotted quarter notes, and syncopation • Oral and written quizzes on numeric counting of syncopated rhythms • playing performances on pieces with syncopation in them (rubric may be used)

Play rhythmic and melodic exercises with syncopation in them	5. Perform in concert or class pieces with syncopated rhythms	
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Differentiation:

Some repetition will be necessary for students who need additional help.
 Flexible Grouping.
 The material will be presented in several different ways.
 Students in need of more assistance will be provided with supplemental materials.
 Goal setting with students. Tiered activities/assignments

Resources Provided:

- Supplemental materials may be distributed.
- Essential Elements method book pages with fingering charts, definitions, and diagrams.
- Essential Elements Interactive website with interactive fingering charts, and playing examples for material being taught in this lesson.

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 Art	Grade Level:	Grade 5	Unit Title:	Developing and Applying Rhythmic Literacy
Created:	Daniel Zimmer				
			Board Approved on:		

Unit Overview Template

Content Area:	Visual and Performing Art	Grade Level:	5	Unit Title:	Developing Essential Technique for Advanced Music Performance
Unit Summary: Students will learn more complex and instrument specific playing techniques that are prerequisites to more advanced music literacy in middle school and high school.					
Primary Interdisciplinary Connections: Career Readiness, Language Arts, Mathematics, Health, Technology					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	As students grow into more mature musicians, techniques and practice habits that will aid in advanced music literacy must be started at this level.				
Career Readiness (Standard 9)	9.2, 9.4				

Learning Targets

Standards:	1.3D, 1.3C, L.RF.K.4, 2.2.5.LF, MA.5.OA.B, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4
Content Statements:	Anchor Standard 3: Refining and completing products. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art. Anchor Standard 8: Interpreting intent and meaning. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential. Core Idea: Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music. Core Idea: Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities. Language Domain Analyze patterns and relationships.

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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	
CPI#:	Cumulative Progress Indicator (CPI):
1.3D.12nov.Cr3a	Apply teacher or student-provided criteria to critique, improve and refine drafts of simple melodies as well as chordal accompaniments for given melodies.
1.3D.12nov.Pr5a	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.
1.3D.12nov.Pr6a	Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating an understanding of the audience and the context.
1.3D.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (e.g., personal, social), and the setting of the text (when appropriate).
1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
MA.5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings

SEL.PK-12.4.3

Evaluate personal, ethical, safety and civic impact of decisions

Unit Essential Questions:

- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do we discern the musical creators' and performers' expressive intent?
- How do musicians make meaningful connections to creating, performing, and responding?
- Explain the proper way to breath while playing an instrument.
- What are the characteristics of a good tone quality and why is playing with a good tone important?
- What muscles do we use when playing and how do they affect our sound?
- How does the shape of our hands impact our playing?
- Why is correct shoulder position crucial for playing violin?
- Why is proper hand technique imperative in playing percussion?
- How does an individual's weak or strong embouchure affect the overall sound of the band as a whole?

Unit Enduring Understandings:

- Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.
- Through their use of elements and structures of music, creators and performers.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- There is a correct and wrong way to play each instrument.
- Instrument technique is always being worked on.
- Understanding and working on essential instrument specific techniques will provide the foundation of an independent music learner.

Unit Learning Targets:

Students will....

Understand the importance of instrument specific technique as it relates to developing into a strong woodwind, brass, string, or percussion music learner.

Evidence of Learning

Summative Assessment: Last day of unit

Equipment Needed: Essential Elements Method Book, Instrument, Rosin, Strings, Bridges, Drum Sticks, Drum Mallets, Drum Heads, Valve Oil, Cleaner, Reeds, Concert Pieces/Sheet Music, Scores, Supplemental page(s)(when applicable), Rhythm Materials, Metronome, Tuner, Chairs, Stands, Scale Sheets, Fingering Charts, Pencils, and Erasers.

Teacher Resources: Laptop(with necessary cables/plugs/adapters) iPad, Mimio board, speakers (with necessary cables/plugs/adapters), selected online programs/software

(i.e.: SmartMusic, iTunes, Safari, Essential Elements Interactive, Music theory websites.)

Formative Assessments:

- Written quiz on several instrument specific developing techniques.
- Graded playing performance showcasing several instrument specific developing techniques. (a rubric may be used)

Lesson Plans

Lesson	Time Frame
Lesson 1 Breathing; Diaphragmatic vs. Clavicle	40 minute lessons
Lesson 2 Embouchure Muscle Building and Finger/Slide Technique	40 minute lessons
Lesson 3 Building a Characteristic Sound	40 minute lessons

Teacher Notes:

Students should gain an understanding of how to practice these techniques in an effort to become a stronger independent instrumental music performer.

Curriculum Development Resources/Technology Resources:

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

Essential Elements for Band, Teacher Edition

Essential Elements for Strings, Teacher Edition

Basics in Rhythm by Gary Whaley

www.musictheory.net

www.essentialelementsinteractive.com

Tonal Energy Music

Smart Music Application

Lesson Plan 1 Template

Content Area:	Visual and Performing Art	Lesson Title:	Breathing Diaphragmatic vs. Clavicle	Time Frame:	40 minute lessons
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness, Language Arts, Mathematics, Technology

Integration of Technology: Google- Sites, Forms, Docs, Slides, will be used in conjunction with Clever, Flipgrid, Smart Music, Youtube, Essential Elements Interactive, and online music education websites and resources.

Equipment Needed: Essential Elements Method Book 1, Instrument for demonstration Laptop(with necessary cables/plugs/adapters) iPad, Mimio board, speakers (with necessary cables/plugs/adapters), selected online programs/software (i.e.: SmartMusic, Itunes,Safari, Essential Elements Interactive,Music theory websites.)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define and explain the difference between diaphragmatic and clavicle breathing. - Demonstrate diaphragmatic breathing. - Explain why diaphragmatic breathing is correct for musicians.	Lesson Sequence - Discuss/watch video content explaining and providing examples of both diaphragmatic and clavicle breathing - Practice feeling the difference between the two types of breathing through activities and demonstrations - Discuss and demonstrate why diaphragmatic breathing is better for playing an instrument	- Oral and written quizzes on the meaning of diaphragmatic and clavicle breathing - Playing Performance in groups or individually on playing music and breathing from the diaphragm
Differentiation: Some repetition will be necessary for students who need additional help. Exploration by interest Multiple intelligence options The material will be presented in several different ways. Students in need of more assistance will be provided with supplemental materials. Goal setting with students. Tiered activities/assignments		
Resources Provided: - Supplemental materials may be distributed. - Essential Elements method book pages with fingering charts, definitions, and diagrams.		

- Essential Elements Interactive website with interactive fingering charts, and playing examples for material being taught in this lesson.

Lesson Plan 2 Template

Content Area:	Visual and Performing Arts	Lesson Title:	Embouchure Muscle Building and Finger/Slide technique	Time Frame:	40 minute lessons
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness, Technology

Integration of Technology: Google- Sites, Forms, Docs, Slides, will be used in conjunction with Clever, Flipgrid, Smart Music, Youtube, Essential Elements Interactive, and online music education websites and resources.

Equipment Needed: Essential Elements Method Book 1, Instrument for demonstration Laptop(with necessary cables/plugs/adapters) iPad, Mimio board, speakers (with necessary cables/plugs/adapters), selected online programs/software (i.e.: SmartMusic, iTunes, Safari, Essential Elements Interactive, Music theory websites.)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify muscles used for embouchure. • Explain how weak or strong muscles affect individual sound. • Explain where fingers are placed on the instrument and why it's important. • Demonstrate finger technique and good embouchure position while performing music.	Lesson Sequence 1. Discuss the importance of strong embouchure building 2. Discuss/participate in embouchure building exercises 3. Perform exercises that help build embouchure muscle 4. Perform exercises designed to help build embouchure muscles 5. Perform exercises to help finger dexterity	• Oral quizzes on embouchure building • Oral quizzes on finger technique • Playing quizzes in large and small groups on embouchure
Differentiation: Some repetition may be necessary and individuals may receive additional help. The material will be presented in several different ways. Students in need of more assistance will be provided with instructional aids.		
Resources Provided: • Supplemental materials may be distributed.		

- Essential Elements method book pages with fingering charts, definitions, and diagrams.
- Essential Elements Interactive website with interactive fingering charts, and playing examples for material being taught in this lesson.

Lesson Plan 3 Template

Content Area:	Visual and Performing Arts	Lesson Title:	Characteristic Instrument Sound	Time Frame:	40 minute lessons
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness, Language Arts, Mathematics, Technology

Integration of Technology: Google- Sites, Forms, Docs, Slides, will be used in conjunction with Clever, Flipgrid, Smart Music, Youtube, Essential Elements Interactive, and online music education websites and resources.

Equipment Needed: Essential Elements Method Book 1, Instrument for demonstration Laptop(with necessary cables/plugs/adapters) iPad, Mimio board, speakers (with necessary cables/plugs/adapters), selected online programs/software (i.e.: SmartMusic, Itunes, Safari, Essential Elements Interactive, Music theory websites.)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify their instrument in recordings. • Explain the difference between a correct tone and an incorrect tone quality. • Identify/demonstrate skills to help create a good tone quality.	Lesson Sequence 1. Listen to recordings of professional musicians 2. Define using adjectives a characteristic sound. 3. Discuss factors that impact correct or incorrect tone quality. 4. Demonstrate skills to help create a characteristic sound on each instrument	• Oral quiz on characteristic instrument sound • Oral/written quizzes on techniques used to create a characteristic instrument sound.
Differentiation: Some repetition will be necessary for students who need additional help. Exploration by interest Multiple intelligence options The material will be presented in several different ways. Students in need of more assistance will be provided with supplemental materials. Goal setting with students. Tiered activities/assignments		
Resources Provided:		

- Supplemental materials may be distributed.
- Essential Elements method book pages with fingering charts, definitions, and diagrams.
 Essential Elements Interactive website with interactive fingering charts, and playing examples for material being taught in this lesson.

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:	5	Unit Title:	Developing Essential Technique for Advanced Music Performance
Created:	Daniel Zimmer	Board Approved on:			



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Accommodations and Modifications for ESL Students

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

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

Mission Statement

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

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

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

Goals:

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

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

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

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

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

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

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

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

Procedures

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

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

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

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

Resource Links

https://riversideinsights.com/cognitive_abilities_test

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

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

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

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

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

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

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

NJDOE Fast Facts

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

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

Math/ELA

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

STEM

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

Enrichment Events

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

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

Mission Statement

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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.

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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
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- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

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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.

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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

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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.