



Springfield Public Schools
Springfield, New Jersey 07081

Vocal/General 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

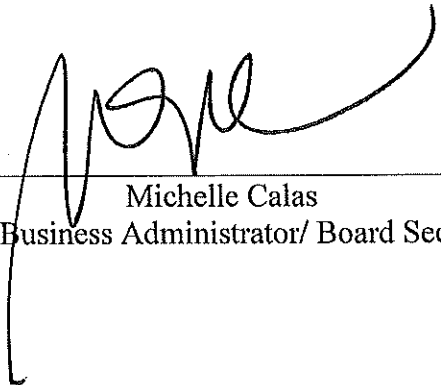
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(continued)

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

Springfield Public Schools Springfield, New Jersey

**Rachel Goldberg
Superintendent of Schools**

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

Curriculum Developed By:

Tim Kielty ~ Principal TLS

David Rennie ~ Principal JCS

Ashley Bauers ~ Coordinator

Amanda Livesey ~ Music Teacher



Unit Overview Template

Content Area:	General/Vocal Music	Grade Level:	5th Grade	Unit Title:	Form
Unit Summary: Students will identify patterns in music including the form of popular music, as well as Binary, Ternary, and Theme and Variations.					
Primary Interdisciplinary Connections: Career Readiness, Language Arts Literacy					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	This unit will aid students in identifying patterns in music, which will help them to have a greater understanding of how music is organized. Students will also be able to build connections from the music they learn about in class versus their own musical preferences.				
Career Readiness (Standard 9):	9.2, 9.4				

Learning Targets

Standards:	1.3A, SEL.PK-12.2, SEL.PK-12.4, RI.CI.5.2
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 8: Applying criteria to evaluate products. SEL.PK-12.2: Self-Management SEL.PK-12.4: Responsible Decision-Making Core Idea: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. Core Idea: Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. Core Idea: The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. Core Idea: Culture and geography can shape an individual's experiences and perspectives. 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. Reading Domain
CPI#:	Cumulative Progress Indicator (CPI):
1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.



1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives and deliberate about possible solutions
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees.
RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do performers select repertoire?
- How do we judge the quality of musical work(s) and performance(s)?
- How do I identify musical form when listening to a piece of music?
- How is music organized?
- How does the structure of a musical piece create its order and clarity?

Unit Enduring Understandings:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musical form can be identified by looking at and listening for patterns in music.
- Music is organized into different sections based on its salient features and repeating patterns.
- Structure in music and the arts creates order and clarity



Unit Learning Targets: Students will.... understand the basic elements of music and structure that foster a deeper understanding of the written score.

Evidence of Learning

Summative Assessment: 2 days
Equipment Needed: iPad, MP3 files, Powerpoint, *Making Music* text
Teacher Resources: *Making Music* Grade Four Text, Powerpoint presentation, *Engaging Musical Practices* by Dr. Suzanne Burton

- Formative Assessments:**
- Instrumental performance
 - Form Composition Project
 - Dance performance
 - Listening Journal
 - Written assessment

Lesson Plans

Lesson	Time Frame
Lesson 1 Types of Musical Form	2 days
Lesson 2 Form in Popular Music	2 days
Lesson 3 Form Composition Project	2 days

Teacher Notes:
 Students will learn about the types of musical form such as binary, ternary, rondo, as well as theme and variations, and will be able to identify these types of form through listening examples. Students will then extend upon their knowledge of form into popular music (Introduction, Verse, Chorus, Bridge, Outro). The unit concludes with a rhythm composition project, in which students select a type of musical form we have learned about in our unit and compose a piece that has those features.

Curriculum Development Resources/Technology Resources:
<https://www.teacherspayteachers.com/Product/Music-Form-FORM-in-MUSIC-Binary-Ternary-and-Rondo-179676>
<https://www.teacherspayteachers.com/Product/Identify-Form-in-Pop-Music-Part-FOUR-2996923>



Lesson Plan 1 Template

Content Area: General/Vocal Music Lesson Title: Musical Form Time Frame: 2 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts Literacy

Integration of Technology: iPad, Powerpoint Presentation, MP3 Files/Youtube

Equipment Needed: iPad, Powerpoint Presentation, MP3 Files, Form Graphic Organizer, Making Music Grade 4

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify patterns in music - Compare and contrast types of musical form - Identify musical form while listening to a piece of music	Lesson Sequence - Binary (AB) versus Ternary Form (ABA) - Rondo Form - Theme and Variations	- Form Graphic Organizer - Listening Activity - Musical performance
Differentiation: Tiered Activities such as use of printed music, rote learning, graphic organizer, and technology		
Resources Provided: Making Music Grades Four and Five		



Lesson Plan 2 Template

Content Area: General/Vocal Music Lesson Title: Form in Popular Music Time Frame: 2 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts Literacy

Integration of Technology: iPad, Powerpoint Presentation, MP3 Files/Youtube

Equipment Needed: iPad, Powerpoint Presentation, MP3 Files, Form Graphic Organizer, Identify Form in Popular Music Powerpoint, Elements of Popular Music Cards (cards labeled with each element, ex. verse, chorus, etc.)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn about the parts of a pop song including introduction, verse, and chorus - Learn about the function of a pre-chorus, bridge, and outro - Identify parts of a pop song and their salient features through listening examples - Correctly identify and label the parts of a pop song in order through listening examples	Lesson Sequence - Function and identification of introduction, verse, and chorus - Identification of pre-chorus, bridge and outro - Listening examples and identification - Form of a pop song ordering activity	- Form of Popular Music Graphic Organizer - Listening Example Identification Activity - Form of Popular Music: Ordering and Identification Activity
Differentiation: Tiered Activities such as use of printed music, rote learning, graphic organizer, and technology. Flexible grouping based on skill level, and variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity, and movement)		
Resources Provided: - iPad - Making Music Grade 4		



Lesson Plan 3 Template

Content Area: General/Vocal Music Lesson Title: Form Composition Project Time Frame: 2 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Skills: working with a partner or small group, coming to an agreement on patterns and musical decisions, problem solving challenges within the group, creating and notating their own rhythms

Integration of Technology: iPad, Powerpoint Presentation

Equipment Needed: iPad, Powerpoint Presentation, MP3 Files, Form Composition Graphic Organizer, Timer, Classroom Percussion Instruments

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Review the types of form they have discussed throughout the unit and their salient features - Compose a piece of music that represents one of the types of form we have learned about (Binary, Ternary, Rondo, Theme and Variations) - Notate and practice their form composition using classroom percussion instruments - Perform their form compositions for the class	Lesson Sequence - Review the salient features of Binary, Ternary, Rondo, and Theme and Variations - Composition Project Assignment Description: Students will be working together to write their own form compositions and will be given specific time limits and expectations for each section. - The teacher will break students into groups and will circulate from group to group. The teacher will pace the students, so, after a certain number of minutes, they should be done with a small part of their composition.	- Musical Performance - Form Composition Graphic Organizer - Composition Reflection Form



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|--|---|--|
| | 4. Students will perform their compositions using classroom percussion instruments and will complete a reflection form (what went well, what they would change, something new they learned about musical form/composition). | |
|--|---|--|

Differentiation:

Flexible grouping by skill level, use of collaboration of activities, project-based learning, varied organizers for instruction including graphic organizer, step-by-step instructions, and visual timer to pace each step of the composition progress

Resources Provided:

- Classroom percussion instruments (drums, egg shakers, maracas, tambourines)



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:	General/Vocal Music	Grade Level:	5	Unit Title:	Form
Created:	Amanda Livesey	Board Approved on:			



Unit Overview Template

Content Area:	General/Vocal Music	Grade Level:	5	Unit Title:	Video Game Soundtrack Music
Unit Summary: Students will develop a greater understanding of the musical elements and professions needed to create a video game soundtrack, and will have a chance to apply their knowledge as they create their own video game idea and soundtrack to accompany their game.					
Primary Interdisciplinary Connections: Career Readiness					
21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	This unit gives students a new perspective on the music they hear in video games. Students will have a greater understanding of the musical elements and professions needed to create a video game soundtrack, and will have a chance to apply their knowledge as they create their own video game idea and soundtrack to accompany their game. Students will learn about how music and mood are related and how music is used to enhance the plot and our emotional response to what is happening in a video game.				
Career Readiness (Standard 9):	9.2, 9.4				

Learning Targets

Standards:	1.3A, SEL 12.1, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.4, SEL.PK-12.5,
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products. Anchor Standard 4: Selecting, analyzing, and interpreting work Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential. Core Idea: The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. Core Idea: Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.4: Responsible Decision-Making



	SEL.PK-12.5: Relationship Skills
CPI#:	Cumulative Progress Indicator (CPI):
1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
1.3A.5.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent
1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the student's technical skill.
1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music
1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
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.CT.1	Identify and gather relevant data that will aid in the problem-solving process
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Describe how digital tools and technology may be used to solve problems. Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals



SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
- What criteria do we use when listening to a piece of music?
- How does soundtrack music influence film?
- How do I compose music based on a scene or to create a specific mood?

Unit Enduring Understandings:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Video game soundtrack music influences the mood of a particular scene in a game and helps us to understand what is happening including the setting, specific actions, and character and plot development.
- When listening to a new piece, we are listening for elements of music such as dynamics, rhythm and tempo, instrumentation, and the mood the piece creates.



Unit Learning Targets:

Students will understand the characteristics and professions that go into creating a video game soundtrack and will learn to compose their own. Students will understand that video game soundtrack music is used to create or emphasize the mood or a particular emotion of a section and helps to communicate the story line, scenery mood, and special actions in a game. The music is a map to understanding the game.

Evidence of Learning

Summative Assessment:	3-5 days
Equipment Needed:	iPads, Garageband, classroom percussion instruments, Video Game Music Composition graphic organizer
Teacher Resources:	iPad, Video Game Soundtrack Music PowerPoint, Video Game Composition Organizer

Formative Assessments:

- Video Game Music Graphic Organizer
- Class discussions
- Video Game Composition Project and Recordings
- Performance Assessment

Lesson Plans

Lesson	Time Frame
Lesson 1 What is a Video Game Soundtrack?	1 day
Lesson 2 Video Game Soundtrack Composers	2 days
Lesson 3 Video Game Soundtrack Project	4-5 days

Teacher Notes: Students will create their own game idea and choose 3-5 areas of the game where they plan on creating music, a soundtrack to accompany their game. I want students to focus on how music impacts a scene and how video game soundtrack composers must analyze what is happening in the story line, the mood it creates, and how that can be reflected in the score. For example, if a character picked up a power up that increased their speed, the tempo should be changed to a faster pace. It was my goal to focus on these higher level understandings and connections to the genre itself, and develop an understanding of ways to use an online composition software such as Garageband to convey musical ideas.

Curriculum Development Resources/Technology Resources:

Garageband Composition Application (Classroom iPads)
 Chrome Music Lab Songmaker- <https://musiclab.chromeexperiments.com/Song-Maker>
 Video Link (Violin Super Mario Brothers)- <https://www.youtube.com/watch?v=VSBefGi7F-Y>



Lesson Plan 1 Template

Content Area: General/Vocal Music Lesson Title: What is a Video Game Soundtrack? Time Frame: 1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Powerpoint, iPad, Youtube

Equipment Needed: Powerpoint, iPad, Youtube

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Listen to an example of video game music and identify salient features in the music including dynamics, tempo, instrumentation and mood. - Identify where music changes in a video game including scene changes, power ups and special abilities, as well as the main theme, and special actions.	Lesson Sequence - T will begin by asking students to Think, Pair, Share why they think music is important in video games? How does it help us as a player? T will then ask for students to share their thoughts as a class. - T will then give students a graphic organizer and have them watch a clip of a professional violinist playing along to the Super Mario Brothers game. T will then ask S to list as many places as they can as to where the music changes and why? - T will give students two playings of the clip, and will then create a group	- Class discussion/participation - Listening Activity - Graphic Organizer



	brainstorming list on the board. 4. T will then explain that the three main places where music is changed is when there is a scene or plot change, power changes, or sound effects for specific actions (ex. picking up a coin). 5. T will then ask S how the sounds communicate what is happening in the Mario game. T will then ask for students to share their ideas. T will then explain that in this unit we will be learning about video game composers and will become video game composers ourselves.	
Differentiation: Tiered Activities such as use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity)		
Resources Provided: • School iPad		



Lesson Plan 2 Template

Content Area: General/Vocal Music Lesson Title: Video Game Soundtrack Composers Time Frame: 4 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Technology

Integration of Technology: iPad, Powerpoint Presentation, MP3s/ Youtube videos

Equipment Needed: iPad, Powerpoint Presentation, MP3s/ Youtube videos, Graphic organizer

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn about how video game soundtrack music alters the mood or a scene of a game. - Learn about Koji Kondo (Mario, Legend of Zelda) as well as other notable video game soundtrack composers such as Masato Nakamura (Sonic the Hedgehog), and Yoko Shimomura and their lives. - Listen to Kondo, Nakamura, and Shimomura's most famous soundtrack compositions. Discuss how they use music to tell the story and identify salient features.	Lesson Sequence - Students will review what they learned last week by discussing why video game soundtrack music is important, and how it is used to represent the storyline. S will discuss with a partner and will then share with the class via a group discussion. - Students will learn about 3 main video game composers and their lives/backgrounds. - Students will listen to some of his their most famous game soundtracks and will describe the salient features and discuss what they did to create music that matched the game and scene. - S will also have an opportunity to compare	- Class discussion/class participation - Graphic Organizer/Listening Activity



	and contrast the music of the 3 composers and identify salient features via graphic organizer.	
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Differentiation:

Tiered Activities such as use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity)

Resources Provided:

- iPad



Lesson Plan 3 Template

Content Area: General/Vocal Music	Lesson Title: Video Game Soundtrack Composition	Time Frame: 4-5 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Skills: Students will learn about different careers that go into creating a video game soundtrack and the skills needed to successfully complete this job.

Integration of Technology: Powerpoint, Youtube, iPads, Garageband, Chrome Music Lab

Equipment Needed: Classroom set of iPads with Garageband installed and access to Chrome Music Lab (Songmaker)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Brainstorm their own video game idea including a title, characters, a main objective, and 3-5 scenes/areas where they plan to add music to their game. - Create their own video game soundtrack based on their game idea using music composition technology (Garageband and Chrome Music Lab) - Share their video game and idea and soundtrack with the class and reflect on how their composition reflected their game and what they would change.	Lesson Sequence - Brainstorm their own video game idea including a title, characters, a main objective, and 3-5 scenes/areas where they plan to add music to their game. - Create their own video game soundtrack based on their game idea using music composition technology (Garageband and Chrome Music Lab) - Share their video game and idea and soundtrack with the class and reflect on how their composition reflected their game and what they would change. - Students will be given time parameters for each step of the process	- Video Game Brainstorming Graphic Organizer - Composition Graphic Organizer - Composition Performance Assessment Rubric - Composition Self-Reflection Form



	including brainstorming, breaking the clip into smaller sections, practicing the whole soundtrack, and getting ready to share for the class.	
Differentiation: Tiered Activities such as use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity) Flexible grouping by skill level		
Resources Provided: • iPads • Garageband on classroom iPads		



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:	General/Vocal Music	Grade Level:	5th	Unit Title:	Video Game Soundtrack Music
Created:	Amanda Livesey				
	Board Approved on:				



Unit Overview Template

Content Area:	General/Vocal Music	Grade Level:	5	Unit Title:	Genres of Music
Unit Summary: Students will learn about different genres of music including Rap and Hip Hop, Jazz, and Broadway. Students will learn the historical background of each of these genres of musical as well as notable musicians and salient features of each genre.					
Primary Interdisciplinary Connections: Career Readiness, 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:	To have a better understanding of the salient features and background of different genres of music. This unit also has a great deal of cross curricular connections including history and language arts, and 21st century skills of professions in the music field.				
Career Readiness (Standard 9):	9.2, 9.4				

Learning Targets

Standards:	1.3A, 1.5.5, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, RI.CI.5.2
Content Statements: Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding Core Idea: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. Core Idea: Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. Core Idea: The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. 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.	
Reading Domain	
CPI#:	Cumulative Progress Indicator (CPI):
1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).



1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
1.5.5.Cn11b	Communicate how art is used to inform others about global issues, including climate change.
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives and deliberate about possible solutions
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees.
RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do performers select repertoire?
- How do we judge the quality of musical work(s) and performance(s)?
- How does knowledge of different musical genres enhance our listening experience?
- What do we look for as we listen to a piece of music?
- What are some of the salient features and notable musicians that define a musical genre?
- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?



Unit Enduring Understandings:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musical genres help us to categorize music and help us to understand the characteristics of different types of music.
- When listening to a new piece or genre, we are listening for elements of music such as dynamics, rhythm and tempo, instrumentation, and the mood the piece creates.
- Students understand the historical background of each genre as well as notable artists that defined that style of music.
- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Unit Learning Targets:

Students will.... learn about the historical background, salient features, and notable artists in each of the musical genres (Jazz, Hip hop/Rap, and Broadway)

Evidence of Learning

Summative Assessment: 2 days

Equipment Needed: iPad, MP3 files, Powerpoint, *Making Music* text, Graphic Organizers (Venn diagram, Jazz and Broadway sheets, Compose A Rap Organizer)

Teacher Resources: JFYP Lessons and Materials, Powerpoint presentation

Formative Assessments:

- Graphic Organizers
- Guided Listening Activities
- Rap Composition Assignment
- JFYP Lesson Assessments

Lesson Plans

Lesson	Time Frame
Lesson 1 Rap and Hip Hop Music	2 days
Lesson 2 Jazz	3 days
Lesson 3 Broadway Musicals	3 days

Teacher Notes:

In each lesson, students will learn about the salient features of each genre and complete guided listening activities. Students will also learn about notable subgenres (ex. bebop, swing, etc.) and famous artists that defined the genre.



Curriculum Development Resources/Technology Resources:

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

<http://americanhistory.si.edu/smithsonian-jazz>

<http://www.jazzinamerica.org/>

<https://www.brainpop.com/artsandmusic/musicalgenres/jazz>



Lesson Plan 1 Template

Content Area: General/Vocal Music Lesson Title: Rap and Hip Hop Time Frame: 2 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts: figurative language and rhythm/rhyme scheme in rap and hip hop music

Integration of Technology: Powerpoint Presentation, MP3 Files/Youtube, iPad

Equipment Needed: Powerpoint Presentation, MP3 Files/Youtube, iPad, Rap Composition Graphic Organizer

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn about the history of the genre and notable artists - Identify salient features, such as figurative language, rhyme scheme, and consistent rhythm/steady beat - Compose their own school appropriate rap in small groups.	Lesson Sequence 1. Think Pair Share their prior knowledge on the rap and hip hop genre 2. Learn about the history of the genre and notable artists 3. Identify salient features, such as figurative language, rhyme scheme, and consistent rhythm/steady beat 4. Rap Composition Project	- History of Rap and Hip Hop Graphic Organizer - Rap Composition Project - Composition Reflection Form
Differentiation: Tiered Activities such as use of printed music, rote learning, graphic organizer, and technology. Flexible grouping based on skill level, and variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity, and movement)		
Resources Provided: iPad		



Lesson Plan 2 Template

Content Area: General/Vocal Music Lesson Title: Jazz Time Frame: 3 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Technology

Integration of Technology: iPad, PowerPoint Presentation, MP3s/Youtube Sound Files, BrainPop, JFYP Lessons and Materials

Equipment Needed: Powerpoint Presentation, MP3 Files/Youtube, iPad, Graphic Organizers (Famous Musicians, Styles/ Subgenres of Jazz Music, Venn diagram)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify important artists in the development of Jazz music. - Identify and describe the salient features of Jazz Music (complex rhythms, syncopation, improvisation, etc.) - Identify the subgenres of Jazz music including Swing, Bebop, Cool Jazz, and Modern Jazz	Lesson Sequence - Think Pair Share about prior knowledge of Jazz, and Jazz Brainpop video - Features of Jazz music and History of Jazz - Subgenres of Jazz music including Swing, Bebop, Cool Jazz, and Modern Jazz - Notable artists in Jazz music	- Class participation - Graphic Organizer - Listening Activities
Differentiation: Tiered Activities such as use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity)		
Resources Provided: - iPad - Brainpop - JFYP Lessons and Materials		



Lesson Plan 3 Template

Content Area: General/Vocal Music Lesson Title: Broadway Musicals Time Frame: 3 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts: Elements of a story (plot, characters, setting, moral). A large amount of Broadway Musicals are based on literary works and stories that are already written.

Integration of Technology: iPad, Powerpoint Presentation, MP3s/Youtube Files

Equipment Needed: iPad, Powerpoint Presentation, MP3s/Youtube Files

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn about the history of Broadway - Identify professions and elements that go into a musical production (actors, musicians, director, set designers, etc.) - Identify the different characteristics from musicals during each time period (early 1900s-today)	Lesson Sequence - Prior knowledge of Musicals. What is a Broadway musical? How did Broadway come to be? - Chronological History of Broadway Musicals with listening activities and discussion - Elements of a Musical Production and professions	- Class participation - Listening Activities
Differentiation: Tiered Activities such as use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity)		
Resources Provided: iPad		



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:	General/Vocal Music	Grade Level:	5	Unit Title:	Genres of Music
Created:	Amanda Livesey				
	Board Approved on:				



Unit Overview Template

Content Area: Visual and Performing Arts **Grade Level:** 5th Grade **Unit Title:** Soundtrack Music

Unit Summary: Students will learn about soundtrack music and what goes into creating a musical soundtrack for a film. Students will learn about John Williams, a famous soundtrack composer, and professions in creating soundtrack music. Students will then create their own soundtrack to a short clip using classroom instruments.

Primary Interdisciplinary Connections: Career Readiness

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

Unit Rationale: This unit gives students a new perspective on the music they hear in movies. Students will have a greater understanding of the musical elements and professions needed to create a movie soundtrack, and will have a chance to apply their knowledge as they create their own movie soundtrack.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: 1.3A, 1.5.5, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.4, SEL.PK-12.5

Content Statements:

- Anchor Standard 1: Generating and conceptualizing ideas.
- Anchor Standard 2: Organizing and developing ideas.
- Anchor Standard 3: Refining and completing products.
- Anchor Standard 4: Selecting, analyzing, and interpreting work.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 6: Conveying meaning through art.
- Anchor Standard 8: Applying criteria to evaluate products.
- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
- Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential.
- Core Idea: The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
- Core Idea: Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
- Core Idea: There are a variety of factors to consider before starting a business.
- SEL.PK-12.1: Self-Awareness
- SEL.PK-12.2: Self-Management
- SEL.PK-12.4: Responsible Decision-Making



SEL.PK-12.5: Relationship Skills	
CPI#:	Cumulative Progress Indicator (CPI):
1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
1.3A.5.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent
1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the student's technical skill.
1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
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.
9.2.5.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.CT.1	Identify and gather relevant data that will aid in the problem-solving process
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.2	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems. Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global



SELPK-12.1. 4	Recognize the importance of self-confidence in handling daily tasks and challenges
SELPK-12.2. 2	Recognize the skills needed to establish and achieve personal and educational goals
SELPK-12.2. 3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SELPK-12.4. 1	Develop, implement and model effective problem solving and critical thinking skills
SELPK-12.5. 2	Utilize positive communication and social skills to interact effectively with others
9.2.5.CAP.7	Identify factors to consider before starting a business.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
- What criteria do we use when listening to a piece of music?
- How does soundtrack music influence film?
- How do I compose music based on a scene or to create a specific mood?

Unit Enduring Understandings:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.



- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Soundtrack music influences the mood of a particular scene in a movie or film and helps us to understand what is happening.
- When listening to a new piece, we are listening for elements of music such as dynamics, rhythm and tempo, instrumentation, and the mood the piece creates.
- There are a great deal of factors and professions that go into a movie soundtrack including composers, musicians, foley artists, conductor, sound technicians, and more.

Unit Learning Targets:

Students will understand the characteristics and professions that go into soundtrack music and will learn to compose their own. Students will understand that soundtrack music is used to create or emphasize the mood or a particular emotion of a section of film.



Evidence of Learning

Summative Assessment: 3 days

Equipment Needed: iPads, Garageband, classroom percussion instruments, Soundtrack Music Composition graphic organizer

Teacher Resources: iPad, Music and Movies PowerPoint, Soundtrack Music Composition Organizer

Formative Assessments:

- Soundtrack Music Graphic Organizer
- Class discussions
- Soundtrack Music Composition Project
- Performance Assessment

Lesson Plans

Lesson	Time Frame
Lesson 1 John Williams	1 day
Lesson 2 How a Soundtrack is Made	1 day
Lesson 3 Soundtrack Composition Project	3 days

Teacher Notes:

Students will learn about John Williams and his compositions, and will complete a listening activity about how soundtrack music can change the mood of a scene. Students will learn about the professions and roles that go into producing a soundtrack. The unit will conclude with a short project where students will compose their own soundtrack using classroom instruments to a short Pixar clip. Students will either perform it live or record it in Garageband.

Curriculum Development Resources/Technology Resources:

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

<https://www.teacherspayteachers.com/Product/Movie-Music-Composition-Project-2620495>

https://makingmusicfun.net/htm/f_mmf_music_library/hey-kids-meet-john-williams.php



Lesson Plan 1 Template

Content Area: General/Vocal Music Lesson Title: John Williams Time Frame: 1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Technology

Integration of Technology: iPad, Powerpoint Presentation, MP3s/ Youtube videos

Equipment Needed: iPad, Powerpoint Presentation, MP3s/ Youtube videos, Graphic organizer

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn about how soundtrack music and foley alter the mood of a scene or film. - Learn about John Williams and his life - Listen to John Williams most famous soundtrack compositions	Lesson Sequence - Students will learn about the background of soundtrack music and its role in the film industry. S will match the correct soundtrack to it's proper film and will learn about the salient features that go into soundtrack music - Students will learn about John Williams and his life/background - Students will listen to some of his most famous soundtracks and will describe the salient features and discuss what he did to create music that matched the movie scene.	- Class discussion/participation - Listening Activity - Graphic Organizer
Differentiation: Tiered Activities such as use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity)		
Resources Provided: iPad		



Lesson Plan 2 Template

Content Area:	General/Vocal Music	Lesson Title:	How a Soundtrack is Made	Time Frame:	1 day
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Skills: Students will learn about different careers that go into creating a movie soundtrack

Integration of Technology: Youtube, Powerpoint Presentation

Equipment Needed: iPad, Powerpoint, Youtube, Graphic Organizer

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn about how soundtrack music and foley alter the mood of a scene or film. - Learn about professions in soundtrack music including composers, sound mixers, foley artists, studio musicians, and more.	Lesson Sequence - Think Pair Share factors that go into creating a movie soundtrack - Jobs that go into making a soundtrack - What is a foley artist? Video showing foley artists at work - Behind the scenes of filming the Star Wars soundtrack	- Class discussions - Graphic Organizer
Differentiation: Tiered Activities such as use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity)		
Resources Provided: iPad		



Lesson Plan 3 Template

Content Area: General/Vocal Music Lesson Title: Soundtrack Composition Project Time Frame: 2 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Skills: Students will learn about different careers that go into creating a movie soundtrack

Integration of Technology: Powerpoint, Youtube, iPads, Garageband

Equipment Needed: Powerpoint, Youtube, iPads, Garageband, Classroom Percussion Instrument

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create their own soundtrack to a short animated clip using pitched/unpitched classroom percussion instruments and foley. • Perform their soundtrack with the animated clip and reflect on how their composition reflected the clip and what they would change.	Lesson Sequence 1. Students will watch a short animated clip that has no sound. It will be their job in their riser groups to create a soundtrack to the clip as well as sound effects that go with the scene. 2. Students will first brainstorm different foley effects that would go with the scene followed by brainstorming sections where they should add music. 3. Students will then share their compositions at the end of class. Once every group has shared, we will listen to the original track that goes with the clip. Students will be given time parameters for each step of the process	• Composition Graphic Organizer • Composition Performance Assessment • Composition Reflection Form



	including brainstorming, breaking the clip into smaller sections, practicing the whole soundtrack, and getting ready to share for the class.	
Differentiation: Tiered Activities such as use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity) Flexible grouping by skill level		
Resources Provided: • iPads • Garageband • Classroom percussion instruments		



Lesson Reflection

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

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

Curriculum Design Template

Content Area:	General/Vocal Music	Grade Level:	5	Unit Title:	Soundtrack Music
Created:	Amanda Livesey				
	Board Approved on:				



Unit Overview Template

Content Area:	General/Vocal Music	Grade Level:	5	Unit Title:	Ukulele
Unit Summary: Students will learn the basics of Ukulele including reading notation, tablature, and chord symbols. Students will accompany simple songs with basic chords and strumming patterns. Primary Interdisciplinary Connections: Technology, 21st Century Skills 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 ukulele is a readily accessible instrument for many students. The appeal of the ukulele makes it an excellent teaching tool for teaching elements of music and building music literacy skills. It provides opportunities for students of all ukulele skill levels, from students who have never played to students who study privately, to grow their skills.				
Career Readiness:	9.2, 9.4				

Learning Targets

Standards:	1.3A, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.4, SEL.PK-12.5
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 3: Refining and completing products. Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills Core Idea: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. Core Idea: Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. Core Idea: The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. 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.	
CPI#:	Cumulative Progress Indicator (CPI):
1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.5.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent
1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the student's technical skill.
1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music
SELPK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SELPK-12.1.3	Recognize one's personal traits, strengths and limitations
SELPK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SELPK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SELPK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SELPK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SELPK-12.5.2	Utilize positive communication and social skills to interact effectively with others
9.4.5.Cl.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives and deliberate about possible solutions
9.4.5.Cl.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global



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.
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9.2.5.CAP.7	Identify factors to consider before starting a business.
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Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do accompaniments add to a song?
- What is the difference between melody and accompaniment?
- How can I play melodies and chords on the ukulele?

Unit Enduring Understandings:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Everyone can perform, create, and respond to music in meaningful ways
- Layering two or more simultaneous sounds creates harmony
- Good tone quality is created by correct technique.

Unit Learning Targets:

Students will accompany simple songs; play basic melodies; read common notation used with ukulele.



Evidence of Learning

Summative Assessment:	2 days
Equipment Needed:	Ukulele, Chord Book, Ukulele Music, Performance Checklist
Teacher Resources:	Ukulele, Chord Book, Ukulele Music, Performance Checklist
Formative Assessments: • Accompanying simple songs in small groups • Staff Wars and Notation Games-playing notes on the staff, reading musical notation • Listening Activities • Playing tests • Performance Assessment	

Lesson Plans

Lesson	Time Frame
Lesson 1 Introduction to the Ukulele	1 day
Lesson 2 Playing Melodies/ Strumming Patterns/Tablature	2-3 days
Lesson 3 Playing Chords	3-4 days

Teacher Notes:

Students will be able to choose a song from each area to work on at their own pace. Once students perform for the teacher, they can move onto another song of increasing difficulty.

Curriculum Development Resources/Technology Resources:

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

<https://www.teacherspayteachers.com/Product/Beginner-Ukulele-Powerpoint-848822>

<https://nafme.org/ukulele-101-beginners-guide-ukulele-elementary-general-music-classroom/>

<https://ukecandoit.ning.com/ukulele-resources/free-resources>

<https://ukutabs.com/top-tabs/99-most-popular-ukulele-songs/all-time/>



Lesson Plan 1 Template

Content Area: General/Vocal Music Lesson Title: Introduction to Ukulele Time Frame: 1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Skills: how an instrument is made

Integration of Technology: Powerpoint, iPad, Youtube

Equipment Needed: Powerpoint, iPad, Youtube, Ukulele

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Name identify parts of the ukulele - Learn how a sound is made on the ukulele - Understand how a ukulele is made - History and cultural background of the ukulele	Lesson Sequence - What do we know about the ukulele? - History of ukulele - How a ukulele is made and played - How to hold the ukulele, strumming, and finger positions	- Class participation - Graphic Organizer
Differentiation: Tiered Activities such as use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity) Flexible grouping by skill level		
Resources Provided: - iPad - Ukulele Method Books - Ukuleles		



Lesson Plan 2 Template

Content Area: Visual & Performing Arts Lesson Title: Playing Melodies Time Frame: 3 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Skills

Integration of Technology: Powerpoint, iPad, Youtube

Equipment Needed: Powerpoint, Projector, iPad, Ukulele Method Books, Ukuleles

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Read tablature and play simple melodies on the ukulele • Use proper strumming technique and finger positions • Read and play melodies in the treble clef	Lesson Sequence 1. Review concepts from last week (holding, strumming, finger positions, etc.) 2. Introduce tablature and how to read it 3. Using notation to read a simple melody	• Staff Wars-treble clef game • Playing assessments • Self reflection
Differentiation: Tiered Activities such as use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity) Flexible grouping by skill level		
Resources Provided: • iPad • Ukuleles • Ukulele Method Books		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts Lesson Title: Playing Chords Time Frame: 5 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Skills

Integration of Technology: iPad, Powerpoint Presentation, Youtube

Equipment Needed: iPad, Powerpoint Presentation, Youtube, Ukuleles, Ukulele music and method books

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Play simple chords • Play simple accompaniments • Read chord charts • Read lead sheets	Lesson Sequence 1. Introduce chords by rote and then show chord notation 2. Introduce chord charts 3. Follow lead sheets symbols 4. Practice accompanying a melody using chords	• Performance assessments • Playing tests • Written chord quiz
Differentiation: Tiered Activities such as use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity) Flexible grouping by skill level. Students work at their own pace and choose their own song.		
Resources Provided: • iPad • Ukuleles • Ukulele Method/Chord Books		



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:	General/Vocal Music	Grade Level:	5	Unit Title:	Ukulele
Created:	Amanda Livesey	Board Approved on:			



Unit Overview Template

Content Area: General/Vocal Music **Grade Level:** 5 **Unit Title:** Keyboard

Unit Summary: In this unit students will learn about the keyboard and various instruments in the keyboard family (piano, organ, celeste, and harpsichord). Students will learn to read and play melodies in treble clef on the keyboard, and will also learn how to play chords. Students will work through different level songs throughout the keyboard unit.

Primary Interdisciplinary Connections: Career Readiness, 21st Century Skills, 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: The keyboard is a readily accessible instrument for many students. The appeal of the keyboard makes it an excellent teaching tool for teaching elements of music and building music literacy skills. It provides opportunities for students of all keyboard skill levels, from students who have never played to students who study privately, to grow their skills.

Career Readiness: 9.2, 9.4

Learning Targets

Standards: 1.3A, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.4, SEL.PK-12.5

Content Statements:

- Anchor Standard 1: Generating and conceptualizing ideas.
- Anchor Standard 3: Refining and completing products.
- Anchor Standard 4: Selecting, analyzing, and interpreting work.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 6: Conveying meaning through art.
- Anchor Standard 8: Applying criteria to evaluate products.
- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
- SEL.PK-12.1: Self-Awareness
- SEL.PK-12.2: Self-Management
- SEL.PK-12.4: Responsible Decision-Making
- SEL.PK-12.5: Relationship Skills
- 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: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.



Core Idea: Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

Core Idea: The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

CPI#:	Cumulative Progress Indicator (CPI):
1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.5.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent
1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the student's technical skill.
1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music
SELPK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SELPK-12.1.3	Recognize one's personal traits, strengths and limitations
SELPK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SELPK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SELPK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SELPK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SELPK-12.5.2	Utilize positive communication and social skills to interact effectively with others



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.
9.2.5.CAP.7	Identify factors to consider before starting a business.
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives and deliberate about possible solutions
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?
- What does harmony or accompaniment add to music?
- How do I become a stronger keyboard player?
- How can I play melodies and chords on the keyboard?
- How do pitches move?
- How do I read melodic notation?
- How is harmony created?

Unit Enduring Understandings:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.



- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Everyone can perform, create, and respond to music in meaningful ways
- Layering two or more simultaneous sounds creates harmony
- Good tone quality is created by correct technique.
- Learning to read music is like learning a new language. Each line or space represents a different note.
- Pitches move stepwise up the grand staff from lowest to highest. From left to right on the keyboard, the pitches move from the lowest to the highest.
- Students will understand the lines and spaces in treble clef and will be able to transfer that to the notes on the keyboard.
- Harmony is when multiple notes are played or sung simultaneously. When playing chords, you are playing multiple notes to create harmony.

Unit Learning Targets:

Students will....

Learn how to operate a keyboard

Learn information on the piano/keyboard

Learn basic piano playing skills (melody, roots, chords)

Play folk and pop songs

Learn to read melodic notation

Evidence of Learning

Summative Assessment: 2 days

Equipment Needed: Keyboards, Headphones/Earbuds, Piano Music

Teacher Resources: Keyboard Performance Assessment Checklist, Packet of Folk Songs for Piano, Bastien Piano Series, Powerpoint

Formative Assessments:

- Listening Activities
- Playing tests
- Class discussions
- Performance Assessment

Lesson	Time Frame
Lesson 1 Introduction to Keyboard	1 day
Lesson 2 Playing Melodies	4 days
Lesson 3 Playing Chords	3 days

Teacher Notes: Students will be able to choose a song from each area to work on at their own pace. Once students perform for the teacher, they can move onto another song of increasing difficulty.

Curriculum Development Resources/Technology Resources:

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

<https://www.teacherspayteachers.com/Product/Piano-Starter-Kit-Keyboard-Templates-Aids-and-Worksheets-for-Music-Teachers-2067713>



<https://www.letsplaykidsmusic.com/free-resources/>
<http://www.music-for-music-teachers.com/beginner-piano-music.html>
https://makingmusicfun.net/htm/printit_piano_sheet_music_index.php

Lesson Plan 1 Template

Content Area: General/Vocal Music	Lesson Title: Introduction to Keyboard	Time Frame: 1 day
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Technology

Integration of Technology: iPad, Youtube/MP3 Files, Powerpoint Presentation

Equipment Needed: iPad, Youtube/MP3 Files, Powerpoint Presentation

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn background knowledge on the piano such as, when it was invented, how it is made, what it looks like on the inside when it is being played - Listen and identify salient features of instruments in the keyboard family - Learn and watch how a sound is produced on a piano - Compare and contrast instruments of the keyboard families	Lesson Sequence - Background knowledge on the keyboard/piano - How a sound is produced on the keyboard - Instruments of the keyboard family: piano, harpsichord, organ, celeste. Compare and contrast activity - Introduction to playing the keyboard: how to find middle C, identifying notes on the keyboard	- Listening Activity - Venn diagram (instruments of keyboard family) - Class participation
Differentiation: Tiered Activities such as use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity)		
Resources Provided: iPad		



- Keyboards

Lesson Plan 2 Template

Content Area: General/Vocal Music Lesson Title: Playing Melodies Time Frame: 4 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Technology

Integration of Technology: iPad, Powerpoint Presentation, Projector (projected music)

Equipment Needed: iPad, Powerpoint Presentation, Projector (projected music), Keyboards, Headphones/Earbuds, Piano Music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify the notes and correct finger positions on the keyboard • Review the lines and spaces on the staff in treble clef • Practice reading and performing simple melodies in treble clef	Lesson Sequence 1. Introduction to playing the keyboard: how to find middle C, identifying notes on the keyboard 2. Review the lines and spaces on the staff in treble clef 3. Keyboard Partners: select a song and begin working on the keyboards. 4. Performance Assessment: Students will have different level songs they can work through and play for the teacher to move up to the next song.	• Class Participation • Playing Quizzes • Performance Assessment
Differentiation: Tiered Activities such as use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity) Flexible grouping by skill level		
Resources Provided: • Keyboards • Headphones • Bastien Piano Book Series		



Lesson Plan 3 Template

Content Area: General/Vocal Music Lesson Title: Playing Chords Time Frame: 3 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Technology

Integration of Technology: iPad, Powerpoint Presentation, Projector (projected music)

Equipment Needed: iPad, Powerpoint Presentation, Projector (projected music), Keyboards, Headphones/Earbuds, Piano Music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn about harmony in music and how to create a chord. - Learn how to read a lead sheet with different chords - Practice reading and playing music from a lead sheet - Accompany themselves using chords while singing a melody	Lesson Sequence - What is harmony? What is a chord? Learning what a chord is and how to build/play one (C, F and G major chords) - Chord Review Game: T will call out a chord and have students build that chord in small groups - Keyboard Partners: select a chord song and begin working on the keyboards. - Performance Assessment: Students will have different level songs they can work through and play for the teacher to move up to the next song.	- Class Participation - Building a Chord Activity - Playing Quizzes - Performance Assessment
Differentiation: Tiered Activities such as use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity) Flexible grouping by skill level		
Resources Provided: - Keyboards - Headphones - Bastien Piano Book Series		



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:	General/Vocal Music	Grade Level:	5	Unit Title:	Keyboard
Created:	Amanda Livesey	Board Approved on:			



Unit Overview Template

Content Area:	General/Vocal Music	Grade Level:	5	Unit Title:	Guitar
Unit Summary: Students will learn the basics of Guitar including reading notation, tablature, and chord symbols. Students will accompany simple songs with basic chords.					
Primary Interdisciplinary Connections: 21st Century Skills, 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:	The guitar is a readily accessible instrument for many students. The appeal of the guitar makes it an excellent teaching tool for teaching elements of music and building music literacy skills.				
Career Readiness:	9.2, 9.4				

Learning Targets

Standards:	1.3A, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.4, SEL.PK-12.5
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 3: Refining and completing products. Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills Core Idea: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. Core Idea: Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. Core Idea: The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. 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.
CPI#:	Cumulative Progress Indicator (CPI):



1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.5.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent
1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the student's technical skill.
1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music
SELPK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SELPK-12.1.3	Recognize one's personal traits, strengths and limitations
SELPK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SELPK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SELPK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SELPK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SELPK-12.5.2	Utilize positive communication and social skills to interact effectively with others
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives and deliberate about possible solutions
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
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.
9.2.5.CAP.7	Identify factors to consider before starting a business.



Unit Essential Questions:

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

Unit Enduring Understandings:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Everyone can perform, create, and respond to music in meaningful ways
- Layering two or more simultaneous sounds creates harmony
- Good tone quality is created by correct technique.

Unit Learning Targets:

Students will accompany simple songs; play basic melodies; read common notation used with guitar

Evidence of Learning

Summative Assessment:	2 days
Equipment Needed:	iPad, Projector, Guitars
Teacher Resources:	FJH Lesson Book 1, FJH Exploring Chords 1



Formative Assessments:

- Accompanying simple songs in small groups
- Staff Wars and Notation Games-playing notes on the staff, reading musical notation

Lesson Plans

Lesson	Time Frame
Lesson 1 Introduction to Guitar	1 day
Lesson 2 Playing Melody	4 days
Lesson 3 Playing Chords	4 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

<https://www.teacherspayteachers.com/Product/Beginning-Guitar-Lessons-Instructions-Guitar-Chords-and-Songs-2252455>

<https://www.teacherspayteachers.com/Product/Beginning-Guitar-Music-Lessons-GUITAR-in-the-CLASSROOM-Melody-2384099>

<https://www.youtube.com/watch?v=hjwdYb2I2oE>

<https://www.youtube.com/watch?v=tQBxzpsS16g>



Lesson Plan 1 Template

Content Area: General/Vocal Music Lesson Title: Introduction to Guitar Time Frame: 1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Skills: how an instrument is made

Integration of Technology: Powerpoint, iPad, Youtube

Equipment Needed: Powerpoint, iPad, Youtube, Guitars

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Name identify parts of the guitar - Learn how a sound is made on the guitar - Understand how a guitar is made	Lesson Sequence - What do we know about the guitar? - History of guitar - How a guitar is made and played - How to hold the guitar, strumming, and finger positions	- Class participation - Graphic Organizer
Differentiation: Tiered Activities such as use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity)		
Resources Provided: - iPad - Guitar books		



Lesson Plan 2 Template

Content Area: General/Vocal Music Lesson Title: Playing Melody Time Frame: 3 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Skills

Integration of Technology: Powerpoint, iPad, Youtube

Equipment Needed: Projector, iPad, guitars

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Read tablature and play simple melodies on the guitar • Use proper strumming technique and finger positions • Read and play melodies in the treble clef	Lesson Sequence 1. Review concepts from last week (holding, strumming, finger positions, etc.) 2. Introduce tablature and how to read it 3. Using notation to read a simple melody	• Staff Wars-treble clef game • Playing assessments • Self reflection
Differentiation: Tiered Activities such as use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity) Flexible grouping by skill level		
Resources Provided: • FJH Beginner Guitar Book • Guitars		



Lesson Plan 3 Template

Content Area: General/Vocal Music Lesson Title: Playing Chords Time Frame: 3-4 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Skills

Integration of Technology: Powerpoint, iPad, Youtube

Equipment Needed: Projector, iPad, guitars

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Play simple chords • Play simple accompaniments • Read chord charts • Read lead sheets	Lesson Sequence 1. Introduce chords by rote and then show chord notation 2. Introduce chord charts 3. Follow lead sheets symbols 4. Practice accompanying a melody using chords	• Performance assessments • Playing tests • Written chord quiz
Differentiation: Tiered Activities such as use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity) Flexible grouping by skill level. Students work at their own pace and choose their own song.		
Resources Provided: • FJH Beginner Guitar Book • Guitars		



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:	General/Vocal Music	Grade Level:	5th	Unit Title:	Guitar
Created:	Amanda Livesey	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

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
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