



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

Springfield Public Schools Springfield, New Jersey 07081

Music Production Lab II

Curriculum Guide

2025

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

*Springfield Board of Education
Approved February 24, 2025*

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

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

Resolution:20

Introduced By: Mrs. Turnbull

Seconded By: Mrs. Murphy

Adopted: February 24, 2025

Curriculum Revisions

To approve the following curriculum revisions.

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

Michelle Calas, School Business Administrator/Board Secretary

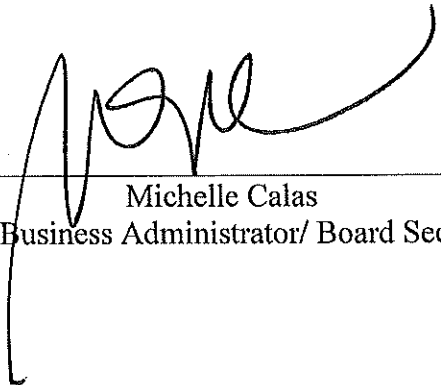
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(continued)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on February 24, 2025 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 25th day of February 2025.

SEAL



Michelle Calas
School Business Administrator/ Board Secretary



**Springfield Public Schools
Springfield, New Jersey**

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

Dr. Norman Francis, Principal

Ashley Bauers, Department Coordinator

Ben Krupit, Teacher



Unit Overview Template

Content Area: Music **Grade Level:** 10-12 **Unit Title:** Mixing, Plug-ins, Automations

Unit Summary: Students will reacquaint themselves with fundamental terminology and concepts relating to music literacy. Students will explore fundamentals of sound and digital synthesis in ways that are beneficial to modern pop music production. Students will demonstrate the ability to play fundamental rhythmic and pitch patterns on the keyboard and using other applicable instruments.

Primary Interdisciplinary Connections: Career Readiness

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

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

Unit Rationale: This unit will provide students with foundational knowledge and work on relevant skill sets that will set them up for success in future lessons. Students will continue to use keyboard skills and music literacy concepts throughout the course. Additionally, by cultivating these fundamental music concepts, students will be able to develop a common vocabulary for collaboration with musicians.

Career Readiness (Standard 9): 9.2. 9.4

Learning Targets

Standards: 1.3B, 1.3E, SEL.PK12.1, SEL.PK12.2, SEL.PK12.3, SEL.PK12.4, SEL.PK12.5

Content Statements:

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 3: Refining and completing products.

Anchor Standard 9: 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: There are strategies to improve one's professional value and marketability.

Core Idea: An individual's income and benefit needs and financial plan can change over time.

Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

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

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills



CPI#:	Cumulative Progress Indicator (CPI):
1.3E.12 acc.Cr1a	Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools and resources.
1.3E.12 acc.Cr3b	Share compositions and improvisations that demonstrate musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas.
1.3E.12 acc.Cn10a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
1.3B.12 acc.Re9a	Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.
1.3B.12 acc.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ



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SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed



Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians improve the quality of their creative work?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?

Unit Enduring Understandings:

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Unit Learning Targets:

Students will demonstrate understanding of the key aspects of the musical staff, including but not limited to pitch and rhythmic notation. Students will be able to discuss the form of popular music examples and apply understanding of form and phrase to original works.

Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Laptop, Garageband, Piano Keyboard, Recording Studio Hardware

Teacher Resources: Musictheory.net, berkleeshares.com, youtube

Formative Assessments:

- Rubric-based project assessments
- Online assessments
- Paper-and-pencil assessments
- Class discussion
- Periodic in-class workshopping to embellish understanding



Lesson Plans

Lesson	Time Frame
Lesson 1 Sound Fundamentals	30 days
Lesson 2 Meter	30 days
Lesson 3 Rhythm Master Loop Assignment	30 days

Teacher Notes:

Students will be developing their music fundamentals, and are encouraged to collaborate with the teacher and one another as much as necessary.

Curriculum Development Resources/Technology Resources:

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

www.musictheory.net

www.berkleeshares.com

www.sonymusic.com

www.bulletproofmusician.com

www.youtube.com



Lesson Plan 1 Template

Content Area: Music Lesson Title: Sound Fundamentals Time Frame: 30 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of GarageBand, synthesizers, microphones

Equipment Needed: Laptop, GarageBand, Microphones, Synthesizers, USB interfaces

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate understanding of the fundamentals of sound production - define the relationship between rhythm and pitch - analyze waveforms - modify digital sounds using the equalizer to affect the timbre of a sine wave	Lesson Sequence - Discussion: sound production. - Demonstration: bass drum periodicity activity. - Creating intervals using bass drum waveforms - Sine wave discussion - Timbre/EQ activity	- Discussion - Post-assessment - Project assessment
Differentiation: Students have freedom of choice as to how to manipulate a given sound		
Resources Provided: - Laptop, Garageband, etc - PowerPoint/Google Slides for notes		



Lesson Plan 2 Template

Content Area: Music Lesson Title: Meter Time Frame: 30 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: Career Readiness

Integration of Technology: Use of GarageBand, synthesizers, microphones

Equipment Needed: Laptop, GarageBand, Microphones, Synthesizers, USB interfaces

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate understanding of the concept of meter - correctly identify the meter of popular songs - correctly convert time signatures into meter types and vice versa - demonstrate understanding of how application of rhythm and meter can be beneficial in a career path of a studio musician/producer	Lesson Sequence - Discussion: meter, guided listening - Understanding measures and patterns of strong and weak beats - Understanding subdivision: simple vs compound. - Guided listening - Wrap-up activity: Time signatures	- Discussion - Post-assessment - Project assessment
Differentiation: Students may choose music to listen to for these assignments		
Resources Provided: - Laptop, Garageband, etc - PowerPoint/Google Slides for notes		



Lesson Plan 3 Template

Content Area: Music Lesson Title: Rhythm Master Time Frame: 30 days
 Loop Assignment

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of GarageBand, synthesizers, microphones

Equipment Needed: Laptop, GarageBand, Microphones, Synthesizers, USB interfaces

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - correctly perform teacher-generated rhythmic patterns into GarageBand using a MIDI controller - correctly identify the percussion MIDI keymapping for bass, snare and hi hat - quantize rhythmic passages - correctly perform the C Pentatonic Scale using the piano keyboard - compose a 16 measure loop of music that utilizes pre-composed musical phrases	Lesson Sequence - Rhythm review: play through exercises - Project prompt discussion, then students begin recording. - Continued mini-workshops as students work. - Discussion and demonstration: C Pentatonic Scale - Students continue working on projects.	- Discussion - Post-assessment - Project assessment
Differentiation: Students may work independently or alone. Students will compose unique projects given their style and approach to the music		
Resources Provided: - Laptop, Garageband, etc - PowerPoint/Google Slides for notes		



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: Music	Grade Level: 10-12	Unit Title: Mixing, Plug-Ins, Automations
Created: Ben Krupit	Board Approved on:	Type Here



Unit Overview Template

Content Area: Music **Grade Level:** 10-12 **Unit Title:** Scales and Melody

Unit Summary: This unit continues developing students' facilities with regards to scales, intervals and key centers. Students will be able to perform a variety of scales on the keyboard and/or their primary instrument, as well as calculate and perform diatonic intervals. Students will be able to identify and construct all 12 major and minor keys. All of these elements are found in popular music (and other musics), and by identifying and analyzing them, students will be able to better understand the music they hear and the music they make.

Primary Interdisciplinary Connections: Computer Science and Design Thinking, Career Readiness

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

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

Unit Rationale: In this unit, students will continue to build upon their keyboard and music theory skills by developing an understanding of how melodies are constructed from scales and intervals. By developing an understanding of keys and key signatures, as well as some understanding of relationships between the keys, students will be able to compose more musically-grounded and effective melodies for their songs.

Career Readiness (Standard 9): 9.2. 9.4

Learning Targets

Standards: 1.3B, 1.3E, 8.2, SEL.PK12.1, SEL.PK12.2, SEL.PK12.3, SEL.PK12.4, SEL.PK12.5

Content Statements:

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 4: Selecting, analyzing and interpreting work.

Anchor Standard 6: Conveying meaning through art.

Anchor Standard 9: Applying criteria to evaluate products.

Core Idea: Engineering design is a complex process in which creativity, content knowledge, research, and analysis are used to address local and global problems.

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

Core Idea: Securing an income involve an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.

Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

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

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making



SEL.PK-12.5: Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
1.3B.12acc.Cr2b	Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g., binary, rondo, ternary).
1.3B.12acc.Pr4a	Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (e.g., as binary, ternary, rondo) or moderately complex forms.
1.3B.12acc.Pr6b	Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.
1.3E.12 acc.Re9a	Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.
8.2.12.ED.1	Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6)
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds



SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Essential Questions:

- How do musicians make creative decisions?
- How do performers select repertoire?
- 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)?

Unit Enduring Understandings:

- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- 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.

Unit Learning Targets:

Students will identify, construct and perform a variety of scales in all 12 keys on the piano keyboard. Students will analyze musical works in terms of key, interval, pitch collection and scale.



Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Laptop, Garageband, Piano Keyboard, Recording Studio Hardware

Teacher Resources: Musictheory.net, berkleeshares.com, YouTube

Formative Assessments:

- Rubric-based project assessments
- Online assessments
- Paper-and-pencil assessments
- Class discussion
- Periodic in-class workshopping to embellish understanding



Lesson Plans

Lesson	Time Frame
Lesson 1 Keys and the Circle of Fifths	30 days
Lesson 2 Minor Scales	30 days
Lesson 3 Melodic Analysis	30 days

Teacher Notes:

This unit is intended to enrich the students' understanding of the various ways one can make music using the Macs and GarageBand.

Curriculum Development Resources/Technology Resources:

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

www.musictheory.net

www.berkleeshares.com

www.sonymusic.com

www.bulletproofmusician.com

www.youtube.com



Lesson Plan 1 Template

Content Area: Music Lesson Title: Keys and the Circle of Fifths Time Frame: 30 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of GarageBand, synthesizers, microphones

Equipment Needed: Laptop, GarageBand, Microphones, Synthesizers, USB interfaces

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - correctly identify all the major and minor keys in the circle of fifths - correctly identify aurally whether or not a music example is in a major or minor key	Lesson Sequence - About keys - The Circle of Fifths - Major Keys - Guided practice on Musictheory.net - Major keys vs. minor keys - Parallel and relative relationships - Circle of Fifths - Minor Keys - Guided practice on Musictheory.net - Guided listening - major keys vs. minor keys	- Discussion - Post-assessment - Project assessment
Differentiation: Students may develop unique methods to memorize the circle of fifths.		
Resources Provided: - Laptop, Garageband, etc - PowerPoint/Google Slides for notes - Teacher-generated and student-generated music examples		



Lesson Plan 2 Template

Content Area: Music Lesson Title: Minor Scales Time Frame: 30 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Computer Science

Integration of Technology: Use of GarageBand, synthesizers, microphones

Equipment Needed: Laptop, GarageBand, Microphones, Synthesizers, USB interfaces

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - correctly transpose melodies from major to parallel minor mode - utilize DAW software to appropriately program music that applies a given minor mode - apply algorithmically-generated harmonies to an original work - collaboratively refine aforementioned work	Lesson Sequence - About minor scales - Conversion from major to parallel minor - In DAW - perform using live input, program music using MIDI editor - Compare and contrast methods. - Discussion: Which method is preferable for this scenario?	- Discussion - Post-assessment - Project assessment
Differentiation: Students may work alone or together in guided practice. Teacher may run mini-workshops on keyboard skills		
Resources Provided: - Laptop, Garageband, etc - PowerPoint/Google Slides for notes		



Lesson Plan 3 Template

Content Area: Music Lesson Title: Melodic Analysis Time Frame: 30 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Computer Science

Integration of Technology: Use of GarageBand, synthesizers, microphones

Equipment Needed: Laptop, GarageBand, Microphones, Synthesizers, USB interfaces

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - analyze pop song melodies using scale degrees - identify patterns in pop song melodies with regards to melodic contour - utilize DAW software to visually illustrate melodic contour in music examples - identify patterns in pop song melodies with regards to pitch collection - analyze a musical score including a pop song melody	Lesson Sequence - Teacher-generated music example for analysis: “Single Ladies” by Beyonce - Analysis of the melody	- Discussion - Post-assessment - Project assessment
Differentiation: Students may choose a song to analyze, Students may work alone or in groups, Teacher may break-out into mini-workshops to address skills		
Resources Provided: - Laptop, Garageband, etc - PowerPoint/Google Slides for notes - Teacher-generated musical examples		



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: Music	Grade Level: 10-12	Unit Title: Scales and Melody
Created: Ben Krupit	Board Approved on:	Type Here



Unit Overview Template

Content Area: Music	Grade Level: 10-12	Unit Title: Orchestration, Mixing, Mastering, Triads, Diatonic Harmony
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Unit Summary: Students will continue to add to their music theory and literacy toolbox, while shifting focus to more creative projects during this unit. Students will apply diatonic triads to musical arrangements, based on the scaffolding from previous units: key center, scales and melodic analysis. Students will apply their understanding of melodic and harmonic structure to projects that further explore unique sonic landscapes.

Primary Interdisciplinary Connections: Career Readiness, Computer Science

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

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

Unit Rationale: This unit provides students with an opportunity to use their music theory tools to explore more creative settings. By understanding chords and diatonic harmony as well as key center and previously covered material such as meter, rhythm and form, students may begin to create more in-depth and interesting works.

Career Readiness (Standard 9): 9.2. 9.4

Learning Targets

Standards: 1.3B, 1.3E, 8.2, SEL.PK12.1, SEL.PK12.2, SEL.PK12.3, SEL.PK12.4, SEL.PK12.5

Content Statements:

Anchor Standard 3: Refining and completing products.
 Anchor Standard 6: Conveying meaning through art.
 Anchor Standard 7: Perceiving and analyzing products.
 Anchor Standard 8: Interpreting intent and meaning.
 Core Idea: Engineering design is a complex process in which creativity, content knowledge, research, and analysis are used to address local and global problems.
 Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
 Core Idea: There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.
 Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
 Core Idea: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
 SEL.PK-12.1: Self-Awareness
 SEL.PK-12.2: Self-Management
 SEL.PK-12.3: Social Awareness
 SEL.PK-12.4: Responsible Decision-Making
 SEL.PK-12.5: Relationship Skills



CPI#:	Cumulative Progress Indicator (CPI):
1.3E.12acc.Cr3a	Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
1.3E.12acc.Pr6a	Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3B.12acc.Re7a	Apply teacher-provided or personally developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.
1.3B.12acc.Re8a	Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.
8.2.12.ED.1	Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.2.12.CAP.21	Explain low-cost and low-risk ways to start a business.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6)

SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and



	others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Essential Questions:

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

Unit Enduring Understandings:

- Musicians evaluate, and refine their work 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 the audience response.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers.

Unit Learning Targets:

Students will....-Utilize EQ, Panning, Compression and Plug-Ins to improve audio recording projects, Apply understanding of diatonic harmony to audio projects (Roman Numeral Analysis)



Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Laptop, Garageband, Piano Keyboard, Recording Studio Hardware

Teacher Resources: Musictheory.net, berkleeshares.com, YouTube

Formative Assessments:

- Rubric-based project assessments
- Online assessments
- Paper-and-pencil assessments
- Class discussion
- Periodic in-class workshopping to embellish understanding



Lesson Plans

Lesson	Time Frame
Lesson 1 Listening Lesson	30 days
Lesson 2 Triads in Diatonic Harmony	30 days
Lesson 3 Reharmonizing a Melody	30 days

Teacher Notes:

Students will demonstrate fundamental knowledge before entering into more in-depth compositions.

Curriculum Development Resources/Technology Resources:

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

www.musictheory.net

www.berkleeshares.com

www.sonymusic.com

www.bulletproofmusician.com

www.youtube.com



Lesson Plan 1 Template

Content Area: Music Lesson Title: Listening Lesson Time Frame: 30 days

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of GarageBand, synthesizers, microphones

Equipment Needed: Laptop, GarageBand, Microphones, Synthesizers, USB interfaces

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - identify mixing techniques utilized in a variety of musical examples - discuss impacts of climate change in aforementioned examples	Lesson Sequence - Group listening, discussion - Students choose example, listen and identify characteristics - Share findings	- Discussion - Post-assessment - Project assessment
Differentiation: Students may choose examples to listen to, and decide which elements are focal		
Resources Provided: - Laptop, Garageband, etc - PowerPoint/Google Slides for notes - Teacher-generated musical examples		



Lesson Plan 2 Template

Content Area: Music Lesson Title: Diatonic Harmony Time Frame: 30 days

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

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

Interdisciplinary Connections: Computer Science

Integration of Technology: Use of GarageBand, synthesizers, microphones

Equipment Needed: Laptop, GarageBand, Microphones, Synthesizers, USB interfaces

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate understanding of how to apply chords to a given key • Identify chords using Roman Numeral notation • Correctly construct chord progressions using Roman Numeral notation • Correctly perform chord progressions using both Roman Numerals and jazz/pop notation	Lesson Sequence 1. About diatonic triads, major keys 2. Construction of individual diatonic triads 3. Diatonic triads - minor keys 4. Guided practice 5. Performance of Chord Progressions, using Roman Numerals 6. Performance of Chord Progressions, using jazz/pop notation	• Discussion • Post-assessment • Project assessment
Differentiation: Chord sets may differ based on difficulty, students may play more or less challenging voicings of chords		
Resources Provided: • Laptop, Garageband, etc • PowerPoint/Google Slides for notes • Teacher-generated musical examples		



Lesson Plan 3 Template

Content Area: Music Lesson Title: Reharmonizing a Melody Time Frame: 30 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of GarageBand, synthesizers, microphones

Equipment Needed: Laptop, GarageBand, Microphones, Synthesizers, USB interfaces

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate understanding of accessible techniques for reharmonizing a melody • Transpose a melody to its parallel or relative major/minor • Transpose a melody utilizing scale degrees and/or chord modifications • Identify ways in which skills in harmonization and reharmonization can benefit a career in music	Lesson Sequence 1. About reharmonizing, role in the studio and creative process 2. Teacher example. 3. Discussion: Modulation to parallel/relative minor/major 4. Guided practice manipulating a teacher-generated pop music example 5. Student examples - guided practice	• Discussion • Post-assessment • Project assessment
Differentiation: Students will have choice in their melody to reharmonize, and will have freedom to make unique choices re: chords and voicings		
Resources Provided: • Laptop, Garageband, etc • PowerPoint/Google Slides for notes • Teacher-generated musical examples		



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: Music	Grade Level: 10-12	Unit Title: Orchestration, Mixing, Mastering, Triads, Diatonic Harmony
Created: Ben Krupit	Board Approved on:	Type Here



Unit Overview Template

Content Area: Music **Grade Level:** 10-12 **Unit Title:** Complete Song

Unit Summary: At this point in the semester, students will have amassed a wealth of musical material from which to create their final portfolio. Students will be permitted to work independently or collaboratively to create a portfolio of work that not only expresses themselves creatively, but also demonstrates their understanding of the music theory and music technology concepts covered in this class.

Primary Interdisciplinary Connections: Computer Science, Career Readiness

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

☐ Information Literacy **X** Life and Career Skills **X** Communication and Collaboration **X** Media Literacy

Unit Rationale: The purpose of this unit is for students to work individually or cooperatively on completing their portfolio of music. As the semester (and the previous semester) progresses, students have the choice of working collaboratively to compose new original music, or to revisit a project, prompt or creative product from the course to refine and apply new ideas.

Career Readiness (Standard 9): 9.2. 9.4

Learning Targets

Standards: 1.3B, 1.3E, 1.5, 8.2, SEL.PK12.1, SEL.PK12.2, SEL.PK12.3, SEL.PK12.4, SEL.PK12.5

Content Statements:

- Anchor Standard 1: Generating and conceptualizing ideas.
- Anchor Standard 2: Organizing and developing ideas.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding
- Core Idea: Engineers use science, mathematics, and other disciplines to improve technology. Increased collaboration among engineers, scientists, and mathematicians can improve their work and designs.
- Core Idea: There are strategies to improve one's professional value and marketability.
- Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
- Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
- Core Idea: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
- SEL.PK-12.1: Self-Awareness
- SEL.PK-12.2: Self-Management
- SEL.PK-12.3: Social Awareness
- SEL.PK-12.4: Responsible Decision-Making



SEL.PK-12.5: Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
1.3E.12acc.Cr1a	Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools and resources.
1.3E.12acc.Cr2a	Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and/or analog tools.
1.3B.12acc.Pr5c	Identify and implement strategies for improving the technical and expressive aspects of varied works.
1.3B.12acc.Re7b	Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context. Explain how the analysis provides models for personal growth as a composer, performer, and/or listener.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.
8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints



	differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their performance?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Unit Enduring Understandings:

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Unit Learning Targets:

Students will....demonstrate critical thinking and meaningful self-critique. Students will be able to utilize the totality of the music theory and DAW "toolbox" in order to create high quality musical products. Students will demonstrate facility with key music theory terminology from the course in order to meaningfully communicate and collaborate with others.



Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Laptop, Garageband, Piano Keyboard, Recording Studio Hardware

Teacher Resources: Musictheory.net, berkleeshares.com, youtube

Formative Assessments:

- Rubric-based project assessments
- Online assessments
- Paper-and-pencil assessments
- Class discussion
- Periodic in-class workshopping to embellish understanding

Lesson Plans

Lesson	Time Frame
Lesson 1 Final Project Selection	30 days
Lesson 2 Final Project Group Collaboration	30 days
Lesson 3 Critique	30 days

Teacher Notes:

Students will have a wide breadth of product types from which to choose when pursuing their finals.

Curriculum Development Resources/Technology Resources:

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

www.musictheory.net

www.berkleeshares.com

www.sonymusic.com

www.bulletproofmusician.com

www.youtube.com



Lesson Plan 1 Template

Content Area: Music Lesson Title: Final Project Selection Time Frame: 30 days

Lesson Components

21st Century Themes

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

X Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy

X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: Computer Science

Integration of Technology: Use of GarageBand, synthesizers, microphones

Equipment Needed: Laptop, GarageBand, Microphones, Synthesizers, USB interfaces

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - revisit their portfolio of projects and mini assignments - select a product to refine for a final project - apply critique methodologies to past work	Lesson Sequence - Discussion - Final Project prompt - Students and teacher select previous products to assess and refine - Guided discussion, student discussion - Exit ticket: Students make selection for final project	- Discussion - Music rubrics - Mini-workshops
Differentiation: Students have a wide range of potential topics to pursue, and may work alone or collaboratively		
Resources Provided: - Final project prompt - Discussion questions - Critique prompts		



Lesson Plan 2 Template

Content Area: Music Lesson Title: Final Project Group Collaboration Time Frame: 30 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Computer Science and Design Thinking

Integration of Technology: Use of GarageBand, synthesizers, microphones

Equipment Needed: Laptop, GarageBand, Microphones, Synthesizers, USB interfaces

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - revisit their portfolio of projects and mini assignments - select a product to refine for a final project - apply critique methodologies to past work - work collaboratively to complete final projects	Lesson Sequence - Continued discussion of final projects - Student-selected group work - Student-developed workflow - Teacher provides guidance and mini-workshops as needed	- Discussion - Music rubrics - Mini-workshops
Differentiation: Students have a wide range of potential topics to pursue, and may work alone or collaboratively		
Resources Provided: - Final project prompt - Discussion questions - Critique prompts		



Lesson Plan 3 Template

Content Area: Music Lesson Title: Critique Time Frame: 30 days

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

X Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy

X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of GarageBand, synthesizers, microphones

Equipment Needed: Laptop, GarageBand, Microphones, Synthesizers, USB interfaces

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate understanding of critique methodologies - appropriately apply critical thinking when evaluating projects - provide meaningful and constructive criticism for peer work	Lesson Sequence - Guided listening: student selection - Rubric-based rating - Discussion - Continue as needed	- Discussion - Music rubrics - Mini-workshops
Differentiation: Students have a wide range of potential topics to pursue, and may work alone or collaboratively		
Resources Provided: - Final project prompt - Discussion questions - Critique prompts		



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: Music	Grade Level: 10-12	Unit Title: Complete Song
Created: Ben Krupit	Board Approved on: Type Here	



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



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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
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NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
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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>

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<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

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