

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

Springfield Public Schools
Springfield, New Jersey 07081

Music
Grade 1

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 August 25, 2025

Springfield Public Schools
Springfield, New Jersey

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Assistant Superintendent of Curriculum and Instruction

Curriculum Developed By:

Dr. Jonathan Firetto ~ Principal of Edward V. Walton Elementary School

Ms. Ashley Bauers ~ Department Coordinator

Victoria Fortna ~ Music Teacher

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: 21
Introduced By: Mrs. Turnbull
Seconded By: Mrs. Murphy
Adopted: August 25, 2025

Curriculum Update

To approve the following curriculum revisions:

a. Elementary School Level
    1. Grade K Art
    2. Grade 1 Music
    3. Grade 2 Music
    4. Grade 4 Art
    5. Grade 4 Instrumental Music
    6. Grade 4 Vocal/General Music
    7. Gifted & Talented through Art K-5
b. Middle School Level
    1. Concert Choir Gr. 6-8
    2. Concert Band Gr. 6-8
    3. Grade 7 Art (Ceramics)
    4. Grade 7-Art Lab Maker Space
    5. Grade 6 Accelerated Math
    6. Math Lab Grades 6, 7, & 8
c. High School
    1. Advanced Ceramics and 3D Forms
    2. Advanced TV Production
    3. Animation *(New)*
    4. AP Environmental Science
    5. Bake Shop I
    6. Bake Shop II
    7. Business Law
    8. Business Management
    9. Dance I
    10. Dance II
    11. Digital Photography

(continued)

12. Drawing and Painting
13. Foundations in Crafts
14. History of Pop Culture *(New)*
15. Introduction to Graphic Design
16. Introduction to Television
17. JDHS Beginning String Ensemble
18. Multimedia Storytelling *(New)*

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 August 25, 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 26th day of August 2025.

SEAL

Michelle Calas
School Business Administrator/ Board Secretary



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Unit Overview Template		
Content Area: General Music	**Grade Level**: 1	**Unit Title**: Rhythm Set I
Unit Summary: Students will identify rhythms from standard notation: quarter note and quarter rest. Students will perform rhythmic patterns from standard notation: quarter note and quarter rest. **Primary Interdisciplinary Connections:** Language Arts, Dance 21st Century Themes ☐ Creativity and Innovation X Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy X Life and Career Skills X Communication and Collaboration ☐ Media Literacy		
Unit Rationale: The content and skills acquired from this unit will allow the students to continue developing and reinforcing the foundational music skills and knowledge that are necessary for further musical development.		
Career Readiness: 9.2		

Learning Targets	
Standards:	1.3A, SEL.PK-12.5, 1.1, ELA.SL, ELA.W
Content Statements:	Anchor Standard 5: Developing and refining techniques and models or steps needed to create 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: Different types of jobs require different knowledge and skills. SEL.PK-12.5: Relationship Skills Anchor Standard 4: Selecting, analyzing, and interpreting work. Speaking and Listening Domain Writing Domain
CPI#:	**Cumulative Progress Indicator (CPI):**
1.3A.2Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
1.3A.2.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
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.

1.1.2.Pr4b	Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.
SL.PE.1.1.A	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.AS.1.6	Produce complete sentences when appropriate to task and situation.
W.AW.1.1.A	With prompts and support, write opinion pieces on a topic or texts. Introduce an opinion.
W.AW.1.1.B	Support the opinion with facts or other information and examples related to the topic.
W.AW.1.1.C	Provide a conclusion.

Unit Essential Questions:

- How do musicians improve the quality of their performance?
- 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?

Unit Enduring Understandings:

- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Unit Learning Targets:

- Students will identify the rhythms previously listed in this unit overview when viewing standard notation.
- Students will perform rhythm patterns containing the rhythms previously listed in this unit overview when viewing standard notation.
- Students will sing age/developmentally appropriate songs with and without movements.



Evidence of Learning	
Summative Assessment:	Rhythm Set I written quiz & Rhythm Set I performance assessment
Equipment Needed:	Sound system, keyboard, laptop & projector
Teacher Resources:	Rhythm set I written quiz, Rhythm set I performance assessment, rhythm flashcards, musicplay online, selected age/developmentally appropriate songs

Formative Assessments:

- Choral response and individual oral response to oral questions
- Teacher observation
- Guided practice
- Student performance demonstrations

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Rhythm Set I #1	40 mins / 1 day
Lesson 2 Rhythm Set I #2	40 mins / 1 day
Lesson 3 Rhythm Set I #3	40 mins / 1 day

Teacher Notes: Available to all students during all lessons: Music Opinion Writing activity and Noteworthy Performer activity.

Curriculum Development Resources/Technology Resources:

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

First Steps in Music for Preschool and Beyond (books, CD's & teaching resources), John Feierabend

Making Music (books, CD's & teaching resources), Silver Burdett

Laptop & projector

Musicplay online



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Lesson Plan 1 Template					
Content Area:	General Music	Lesson Title:	Rhythm Set I #1	Time Frame:	40 mins/1 day

Lesson Components

21st Century Themes

X 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

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

Interdisciplinary Connections: Language Arts, Dance

Integration of Technology: Sound system & keyboard, Laptop & projector, musicplay online

Equipment Needed: Sound system & keyboard, Laptop & projector, musicplay online, flashcards, selected songs

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • identify the rhythms previously listed in this unit overview when viewing standard notation. • perform rhythm patterns containing the rhythms previously listed in this unit overview when viewing standard notation. • sing age/developmentally appropriate songs with and without movements.	Lesson Sequence 1. Sing age/developmentally appropriate selected songs by rote. Some songs may include movements. 2. Introduction of specified rhythm symbols, rhythm names, and "clap & say" rhythm sounds. Teacher will present/model and students will repeat/echo. 3. Participate in guided practice to perform rhythm patterns containing the specified rhythms when viewing standard notation using flashcards. 4. Music opinion writing or noteworthy performer activities will be shared. 5. Verbal responses to lesson review questions.	• Choral response and individual oral response to oral questions • Teacher observation • Guided practice

Differentiation:
Teacher modeled instructions/examples
Repeat/rephrase instructions
Students choose to answer questions they feel most capable of answering correctly
Music opinion writing is available as an optional independent learning project during every lesson
Noteworthy performer is available as an optional independent learning project during every lesson

Resources Provided:

- Flashcards
- Musicplay online activities



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Lesson Plan 2 Template					
Content Area:	General Music	Lesson Title:	Rhythm Set I #2	Time Frame:	40 mins / 1 day

Lesson Components

21st Century Themes

X 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

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

Interdisciplinary Connections: Language Arts, Dance

Integration of Technology: Sound system & keyboard, Laptop & projector, musicplay online

Equipment Needed: Sound system & keyboard, Laptop & projector, musicplay online, flashcards

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • identify the rhythms previously listed in this unit overview when viewing standard notation. • perform rhythm patterns containing the rhythms previously listed in this unit overview when viewing standard notation. • sing age/developmentally appropriate songs with and without movements.	Lesson Sequence 1. Sing age/developmentally appropriate selected songs by rote. Some songs may include movements. 2. Review of specified rhythm symbols, rhythm names, and "clap & say" rhythm sounds. Teacher will present the rhythms and students will recall rhythm names and demonstrate the "clap & say" rhythm sound. 3. Students are invited to individually demonstrate rhythm patterns for their peers and receive teacher feedback. Then all students will participate in guided practice together to continue performing rhythm patterns containing the specified rhythms when	• Choral response and individual oral response to oral questions • Teacher observation • Guided practice • Student performance demonstrations

	viewing standard notation using flashcards. 4. Music opinion writing or noteworthy performer activities will be shared. 5. Verbal responses to lesson review questions.	

Differentiation:
Teacher modeled instructions/examples
Repeat/rephrase instructions
Students choose to answer questions they feel most capable of answering correctly
Music opinion writing is available as an optional independent learning project during every lesson
Noteworthy performer is available as an optional independent learning project during every lesson

Resources Provided:

- Flashcards
- Musicplay online activities



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Content Area:	General Music	Lesson Title:	Rhythm Set I #3	Time Frame:	40 mins/1 day

Lesson Components

21st Century Themes

X 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

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

Interdisciplinary Connections: Language Arts, Dance

Integration of Technology: Sound system & keyboard, Laptop & projector, musicplay online

Equipment Needed: Sound system & keyboard, Laptop & projector, musicplay online, flashcards

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • identify the rhythms previously listed in this unit overview when viewing standard notation. • perform rhythm patterns containing the rhythms previously listed in this unit overview when viewing standard notation. • sing age/developmentally appropriate songs with and without movements.	Lesson Sequence 1. Sing age/developmentally appropriate selected songs by rote. Some songs may include movements. 2. Review of specified rhythm symbols, rhythm names, and "clap & say" rhythm sounds. Teacher will present the rhythms and students will recall rhythm names and demonstrate the "clap & say" rhythm sound. 3. Participate in guided practice to perform rhythm patterns containing the specified rhythms when viewing standard notation using flashcards. 4. Take turns individually performing rhythm patterns containing known rhythms for teacher feedback.	• Choral response and individual oral response to oral questions • Teacher observation • Guided practice • Student performance demonstrations

	5. Music opinion writing or noteworthy performer activities will be shared. 6. Verbal responses to lesson review questions.	

Differentiation:
Teacher modeled instructions/examples
Repeat/rephrase instructions
Students choose to answer questions they feel most capable of answering correctly
Music opinion writing is available as an optional independent learning project during every lesson
Noteworthy performer is available as an optional independent learning project during every lesson

Resources Provided:

- Flashcards
- Musicplay online activities



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 Music	**Grade Level:**	1	**Unit Title:**	Rhythm Set I
Created:	Victoria Fortna	**Board Approved on:**	Type Here		



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Unit Overview Template					
Content Area:	General Music	**Grade Level:**	1	**Unit Title:**	Holiday Sounds
Unit Summary: Students will rehearse and perform age-appropriate holiday (seasonal) songs from a variety of cultures - with and without movements and classroom percussion instruments - to present during an informal performance.					
Primary Interdisciplinary Connections: Language Arts, Dance					
21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy **X** Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	The content and skills acquired from this unit will allow the students to continue developing and reinforcing the foundational music skills and knowledge that are necessary for further musical development.				
Career Readiness:	9.4				

Learning Targets	
Standards:	1.3A, SEL.PK-12.5, 1.1, ELA.SL, ELA.W, 1. 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 7: Perceiving and analyzing 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: Individuals from different cultures may have different points of view and experiences. SEL.PK-12.5: Relationship Skills Speaking and Listening Domain Writing Domain
CPI#:	**Cumulative Progress Indicator (CPI):**
1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
1.3A.2.Cr3a	Interpret and apply personal, peer and teacher feedback to revise personal music.
1.3A.2.Cr3b	Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.
1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

1.3A.2Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
1.3A.2.Pr6b	Perform appropriately for the audience and purpose.
1.3A.2.Re7a	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
1.3A.2.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
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.
1.1.2.Pr4b	Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.
SL.PE.1.1.A	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.AS.1.6	Produce complete sentences when appropriate to task and situation.
W.AW.1.1.A	With prompts and support, write opinion pieces on a topic or texts. Introduce an opinion.
W.AW.1.1.B	Support the opinion with facts or other information and examples related to the topic.
W.AW.1.1.C	Provide a conclusion.
1.5.2.Cn11b	Describe why people from different places and times make art about different issues, including climate change.

Unit Essential Questions:

- How do musicians generate creative ideas?
- 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 individuals choose music to experience? How does understanding the structure and context of music inform a response?
- 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?

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.
- 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.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- 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.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Unit Learning Targets:

- Students will rehearse and perform age-appropriate holiday (seasonal) songs from a variety of cultures (with and without movements and classroom percussion instruments) to present during an informal performance.



Evidence of Learning	
Summative Assessment:	Informal performance: Winter Sing Along
Equipment Needed:	Sound system, keyboard, laptop & projector, powerpoint presentation, various classroom percussion instruments
Teacher Resources:	Sound system, keyboard, laptop & projector, powerpoint presentation, various classroom percussion instruments, selected age/developmentally appropriate holiday songs.

Formative Assessments:

- Choral response
- Teacher observation
- Guided practice

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Holiday Sounds #1	40 mins/1 day
Lesson 2 Holiday Sounds #2	40 mins/1 day
Lesson 3 Holiday Sounds # 3	40 mins/1 day

Teacher Notes: Available to all students during all lessons: Music Opinion Writing activity and Noteworthy Performer activity.

Curriculum Development Resources/Technology Resources:

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

First Steps in Music for Preschool and Beyond (books, CD's & teaching resources), John Feierabend

Making Music (books, CD's & teaching resources), Silver Burdett

Storybooks pertaining to Christmas, Hanukkah & winter topics

Rhythm instruments

Powerpoint presentation



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Lesson Plan 1 Template					
Content Area:	General music	Lesson Title:	Holiday Sounds #1	Time Frame:	40 mins / 1 day

Lesson Components

21st Century Themes

X 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

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

Interdisciplinary Connections: Language Arts, Dance

Integration of Technology: Sound system, keyboard, laptop & projector, professional recordings (mp3s)

Equipment Needed: Sound system, keyboard, laptop & projector, professional recordings (mp3s)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Students will rehearse age-appropriate holiday (seasonal) songs - from a variety of cultures - that will be performed during an informal performance.	Lesson Sequence 1. Listen to a professional recording of the presented songs. 2. Determine which culture / holiday is represented in the song. 3. Rehearse the presented songs by echoing phrases after the teacher and/or rhythmically speaking the lyrics. 4. Music opinion writing or noteworthy performer activities will be shared. 5. Verbal responses to lesson review questions.	• Choral response • Teacher observation • Guided practice

Differentiation:

Teacher modeled instructions/examples
Repeat/rephrase instructions
Students choose to answer questions they feel most capable of answering correctly
Music opinion writing is available as an optional independent learning project during every lesson
Noteworthy performer is available as an optional independent learning project during every lesson

Resources Provided:

- Professional recording (mp3) of selected songs



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Lesson Plan 2 Template					
Content Area:	General Music	Lesson Title:	Holiday Sounds #2	Time Frame:	40 mins / 1 day

Lesson Components

21st Century Themes

X 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

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

Interdisciplinary Connections: Language Arts, Dance

Integration of Technology: Sound system, keyboard, laptop & projector, professional recordings (mp3s)

Equipment Needed: Sound system, keyboard, laptop & projector, professional recordings (mp3s)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Students will rehearse age-appropriate holiday (seasonal) songs - from a variety of cultures - that will be performed during an informal performance. • Students will perform on simple classroom percussion instruments using the correct playing techniques.	Lesson Sequence 1. Recall previously introduced songs and the corresponding represented cultures / holidays. 2. New songs will continue to be introduced (following the procedure described in lesson #1) as readiness is observed by the teacher. 3. When all songs have been introduced and the students have demonstrated a beginner level performance ability, corresponding instruments will be added to several selections. Teacher will demonstrate the correct playing technique for each instrument being used.	• Choral response • Teacher observation • Guided practice

	4. Music opinion writing or noteworthy performer activities will be shared. 5. Verbal responses to lesson review questions.	

Differentiation:
Teacher modeled instructions/examples
Repeat/rephrase instructions
Students are able to volunteer to answer the review questions they feel most capable of answering correctly
Music opinion writing is available as an optional independent learning project during every lesson
Noteworthy performer is available as an optional independent learning project during every lesson

Resources Provided:

- Professional recordings (mp3s) of selected songs.



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Lesson Plan 3 Template					
Content Area:	General Music	Lesson Title:	Holiday Sounds #3	Time Frame:	40 mins / 1 day

Lesson Components

21st Century Themes

X 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

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

Interdisciplinary Connections: Language Arts, Dance

Integration of Technology: Sound system, keyboard, laptop & projector, professional recordings (mp3s), various classroom percussion instruments, powerpoint presentations (mp4s)

Equipment Needed: Sound system, keyboard, laptop & projector, professional recordings (mp3s), various classroom percussion instruments, powerpoint presentations (mp4s)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Students will rehearse age-appropriate holiday (seasonal) songs - from a variety of cultures - that will be performed during an informal performance. • Students will perform on simple classroom percussion instruments using the correct playing techniques. • Students will perform planned sequences of movement with selected songs.	Lesson Sequence 1. Recall previously introduced songs and the corresponding represented cultures / holidays. 2. Review the correct playing techniques for the selected classroom percussion instruments. 3. When students have demonstrated a beginner level performance ability with the lyrics and the instruments, planned sequences of movements will be added to correspond with several selections. 4. When students demonstrate the appropriate readiness level with the lyrics, movements and classroom percussion	• Choral response • Teacher observation • Guided practice

	instruments, the powerpoint presentation (mp4) will be introduced. 5. Music opinion writing or noteworthy performer activities will be shared. 6. Verbal responses to lesson review questions.	

Differentiation:
Teacher modeled instructions/examples
Repeat/rephrase instructions
Students choose to answer questions they feel most capable of answering correctly
Music opinion writing is available as an optional independent learning project during every lesson
Noteworthy performer is available as an optional independent learning project during every lesson

Resources Provided:

- Powerpoint presentation (mp4)
- Various classroom percussion instruments



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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 Music	**Grade Level:**	1	**Unit Title:**	Holiday Sounds
Created:	Victoria Fortna	**Board Approved on:**	Type Here		



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Unit Overview Template					
Content Area:	General Music	**Grade Level:**	1	**Unit Title:**	Rhythm Set II
Unit Summary: Students will identify rhythms from standard notation: quarter note, quarter rest and eighth note pair. Students will perform rhythmic patterns from standard notation containing quarter note, quarter rest and eighth note pair.					
Primary Interdisciplinary Connections: Language Arts, Dance					
21st Century Themes ☐ Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy **X** Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	The content and skills acquired from this unit will allow the students to continue developing and reinforcing the foundational music skills and knowledge that are necessary for further musical development.				
Career Readiness:	9.2				

Learning Targets	
Standards:	1.3A, SEL.PK-12.5, 1.1, ELA.SL, ELA.W, 1. 5
Content Statements:	Anchor Standard 5: Developing and refining techniques and models or steps needed to create 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: Different types of jobs require different knowledge and skills. SEL.PK-12.5: Relationship Skills Anchor Standard 4: Selecting, analyzing, and interpreting work. Speaking and Listening Domain Writing Domain
CPI#:	**Cumulative Progress Indicator (CPI):**
1.3A.2Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
1.3A.2.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
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.

1.1.2.Pr4b	Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.
SL.PE.1.1.A	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.AS.1.6	Produce complete sentences when appropriate to task and situation.
W.AW.1.1.A	With prompts and support, write opinion pieces on a topic or texts. Introduce an opinion.
W.AW.1.1.B	Support the opinion with facts or other information and examples related to the topic.
W.AW.1.1.C	Provide a conclusion.
1.5.2.Cn11b	Describe why people from different places and times make art about different issues, including climate change.

Unit Essential Questions:

- How do musicians improve the quality of their performance?
- 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?

Unit Enduring Understandings:

- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the appreciation of appropriate criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Unit Learning Targets:

- Students will identify the rhythms previously listed in this unit overview when viewing standard notation.
- Students will perform rhythm patterns containing the rhythms previously listed in this unit overview when viewing standard notation.
- Students will sing age/developmentally appropriate songs with and without movements.



Evidence of Learning	
Summative Assessment:	Rhythm Set II written quiz & Rhythm Set II performance assessment
Equipment Needed:	Sound system, keyboard, laptop & projector
Teacher Resources:	Rhythm set II written quiz, Rhythm set II performance assessment, rhythm flashcards, musicplay online, selected age/developmentally appropriate songs

Formative Assessments:

- Choral response and individual oral response to oral questions
- Teacher observation
- Guided practice
- Student performance demonstrations

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Rhythm Set II #1	40 mins/1 day
Lesson 2 Rhythm Set II #2	40 mins / 1 day
Lesson 3 Rhythm Set II #3	40 mins / 1 day

Teacher Notes: Available to all students during all lessons: Music Opinion Writing activity and Noteworthy Performer activity.

Curriculum Development Resources/Technology Resources:

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

First Steps in Music for Preschool and Beyond (books, CD's & teaching resources), John Feierabend

Making Music (books, CD's & teaching resources), Silver Burdett

Laptop & projector

Musicplay online



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Lesson Plan 1 Template					
Content Area:	General Music	Lesson Title:	Rhythm Set II #1	Time Frame:	40 mins / 1 day

Lesson Components

21st Century Themes

X 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

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

Interdisciplinary Connections: Language arts, Dance

Integration of Technology: Sound system & keyboard, Laptop & projector, musicplay online

Equipment Needed: Sound system & keyboard, Laptop & projector, musicplay online, flashcards, selected songs

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • identify the rhythms previously listed in this unit overview when viewing standard notation. • perform rhythm patterns containing the rhythms previously listed in this unit overview when viewing standard notation. • sing age/developmentally appropriate songs with and without movements.	Lesson Sequence 1. Sing age/developmentally appropriate selected songs by rote. Some songs may include movements. 2. Introduction of specified rhythm symbols, rhythm names, and "clap & say" rhythm sounds. Teacher will present/model and students will repeat/echo. 3. Participate in guided practice to perform rhythm patterns containing the specified rhythms when viewing standard notation using flashcards. 4. Music opinion writing or noteworthy performer activities will be shared. 5. Verbal responses to lesson review questions.	• Choral response and individual oral response to oral questions • Teacher observation • Guided practice

Differentiation:

Teacher modeled instructions/examples
Repeat/rephrase instructions
Students choose to answer questions they feel most capable of answering correctly
Music opinion writing is available as an optional independent learning project during every lesson
Noteworthy performer is available as an optional independent learning project during every lesson

Resources Provided:

- Flashcards
- Musicplay online activities



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Lesson Plan 2 Template					
Content Area:	General Music	Lesson Title:	Rhythm Set II #2	Time Frame:	40 mins / 1 day

Lesson Components

21st Century Themes

X 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

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

Interdisciplinary Connections: Language arts, dance

Integration of Technology: Sound system & keyboard, Laptop & projector, musicplay online

Equipment Needed: Sound system & keyboard, Laptop & projector, musicplay online, flashcards

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • identify the rhythms previously listed in this unit overview when viewing standard notation. • perform rhythm patterns containing the rhythms previously listed in this unit overview when viewing standard notation. • sing age/developmentally appropriate songs with and without movements.	Lesson Sequence 1. Sing age/developmentally appropriate selected songs by rote. Some songs may include movements. 2. Review of specified rhythm symbols, rhythm names, and "clap & say" rhythm sounds. Teacher will present the rhythms and students will recall rhythm names and demonstrate the "clap & say" rhythm sound. 3. Students are invited to individually demonstrate rhythm patterns for their peers and receive teacher feedback. Then all students will participate in guided practice to perform rhythm patterns containing the specified rhythms when viewing standard notation using	• Choral response and individual oral response to oral questions • Teacher observation • Guided practice • Student performance demonstrations

	flashcards and musicplay online activities. 4. Music opinion writing or noteworthy performer activities will be shared. 5. Verbal responses to lesson review questions.	

Differentiation:
Teacher modeled instructions/examples
Repeat/rephrase instructions
Students choose to answer questions they feel most capable of answering correctly
Music opinion writing is available as an optional independent learning project during every lesson
Noteworthy performer is available as an optional independent learning project during every lesson

Resources Provided:

- Flashcards
- Musicplay online activities



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Lesson Plan 3 Template					
Content Area:	1st Grade General Music	Lesson Title:	Rhythm Set II #3	Time Frame:	40 mins/1 day

Lesson Components

21st Century Themes

X 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

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

Interdisciplinary Connections: Language Arts, Dance

Integration of Technology: Sound system & keyboard, Laptop & projector, musicplay online.

Equipment Needed: Sound system & keyboard, Laptop & projector, musicplay online.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • identify the rhythms previously listed in this unit overview when viewing standard notation. • perform rhythm patterns containing the rhythms previously listed in this unit overview when viewing standard notation. • sing age/developmentally appropriate songs with and without movements.	Lesson Sequence 1. Sing age/developmentally appropriate selected songs by rote. Some songs may include movements. 2. Review of specified rhythm symbols, rhythm names, and "clap & say" rhythm sounds. Teacher will present the rhythms and students will recall rhythm names and demonstrate the "clap & say" rhythm sound. 3. Participate in guided practice to perform rhythm patterns containing the specified rhythms when viewing standard notation using flashcards and musicplay online activities. 4. Take turns individually performing rhythm patterns containing	• Choral response and individual oral response to oral questions • Teacher observation • Guided practice • Student performance demonstrations

	known rhythms for teacher feedback. 5. Music opinion writing or noteworthy performer activities will be shared. 6. Verbal responses to lesson review questions.	

Differentiation:
Teacher modeled instructions/examples
Repeat/rephrase instructions
Students choose to answer questions they feel most capable of answering correctly
Music opinion writing is available as an optional independent learning project during every lesson
Noteworthy performer is available as an optional independent learning project during every lesson

Resources Provided:

- Flashcards
- Musicplay online activities



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 Music	**Grade Level:**	1	**Unit Title:**	Rhythm Set II
Created:	Victoria Fortna	**Board Approved on:**	Type Here		



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Unit Overview Template					
Content Area:	General Music	**Grade Level:**	1	**Unit Title:**	Tempo
Unit Summary: Students will identify tempo markings: largo, moderato and allegro. Students will perform rhythmic and/or melodic patterns with selected and/or applied tempo markings: largo, moderato and allegro.					
Primary Interdisciplinary Connections: Language Arts, Dance					
21st Century Themes X Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy X Life and Career Skills X Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	The content and skills acquired from this unit will allow the students to continue developing and reinforcing the foundational music skills and knowledge that are necessary for further musical development.				
Career Readiness:	9.4				

Learning Targets	
Standards:	1.3A, SEL.PK-12.5, 1.1, ELA.SL, ELA.W,
Content Statements:	Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Interpreting intent and meaning. 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 context to deepen understanding. Core Idea: Brainstorming can create new, innovative ideas. SEL.PK-12.5: Relationship Skills Anchor Standard 4: Selecting, analyzing and interpreting work. Speaking and Listening Domain Writing Domain
CPI#:	**Cumulative Progress Indicator (CPI):**
1.3A.2Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
1.3A.2Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.
1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.

1.3A.2.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
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.
1.1.2.Pr4b	Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.
SL.PE.1.1.A	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.AS.1.6	Produce complete sentences when appropriate to task and situation.
W.AW.1.1.A	With prompts and support, write opinion pieces on a topic or texts. Introduce an opinion.
W.AW.1.1.B	Support the opinion with facts or other information and examples related to the topic.
W.AW.1.1.C	Provide a conclusion.

Unit Essential Questions:

- How do musicians improve the quality of their performance?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we discern the musical creators' and performers' expressive intent?
- 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?

Unit Enduring Understandings:

- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the appreciation 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 and how creator(s) or performer(s) manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Unit Learning Targets:

- Students will identify tempo markings previously listed in this unit overview.
- Students will perform rhythmic and/or melodic patterns with selected and/or applied tempo markings previously listed in this unit overview.
- Students will sing age/developmentally appropriate songs with and without movements.



Evidence of Learning	
Summative Assessment:	Tempo written quiz & Tempo performance assessment
Equipment Needed:	Sound system, keyboard, laptop & projector
Teacher Resources:	Tempo written quiz, Tempo performance assessment, musicplay online, selected age/developmentally appropriate songs

Formative Assessments:

- Choral response and individual oral response to oral questions
- Teacher observation
- Guided practice
- Student performance demonstrations

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Tempo #1	40 mins/1 day
Lesson 2 Tempo #2	40 mins / 1 day
Lesson 3 Tempo #3	40 mins / 1 day

Teacher Notes: Available to all students during all lessons: Music Opinion Writing activity and Noteworthy Performer activity.

Curriculum Development Resources/Technology Resources:

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

First Steps in Music for Preschool and Beyond (books, CDs & teaching resources), John Feierabend

Making Music (books, CDs & teaching resources), Silver Burdett

Laptop & projector

Musicplay online



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Lesson Plan 1 Template					
Content Area:	General Music	Lesson Title:	Tempo #1	Time Frame:	40 mins / 1 day

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 ☐ Critical Thinking and Problem Solving ☐ Information Literacy

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

Interdisciplinary Connections: Language arts, Dance

Integration of Technology: Sound system & keyboard, Laptop & projector, Musicplay online

Equipment Needed: Sound system & keyboard, Laptop & projector, Musicplay online, selected songs

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • identify the tempo markings previously listed in this unit overview. • perform rhythmic and/or melodic patterns with applied tempo markings previously listed in the unit overview. • sing age/developmentally appropriate songs with and without movements.	Lesson Sequence 1. Sing age/developmentally appropriate selected songs by rote. Some songs may include movements. 2. Introduction of specified tempo markings and their established definitions. 3. Participate in guided practice to apply specified tempo markings to rhythmic and/or melodic patterns. 4. Music opinion writing or noteworthy performer activities will be shared. 5. Verbal responses to lesson review questions.	• Choral response and individual oral response to oral questions • Teacher observation • Guided practice

Differentiation:

Teacher modeled instructions/examples

Repeat/rephrase instructions

Students choose to answer questions they feel most capable of answering correctly

Music opinion writing is available as an optional independent learning project during every lesson

Noteworthy performer is available as an optional independent learning project during every lesson
Resources Provided: • Musical listening examples • Musicplay online activities



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Lesson Plan 2 Template					
Content Area:	General Music	Lesson Title:	Tempo #2	Time Frame:	40 mins / 1 day

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 ☐ Critical Thinking and Problem Solving ☐ Information Literacy

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

Interdisciplinary Connections: Language arts, Dance

Integration of Technology: Sound system & keyboard, Laptop & projector, musicplay online

Equipment Needed: Sound system & keyboard, Laptop & projector, musicplay online

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • identify the tempo markings previously listed in this unit overview when presented aurally and/or printed. • perform rhythmic and/or melodic patterns with applied tempo markings previously listed in the unit overview. • sing age/developmentally appropriate songs with and without movements.	Lesson Sequence 1. Sing age/developmentally appropriate selected songs by rote. Some songs may include movements. 2. Review specified tempo marking definitions. 3. Participate in guided practice to identify specified tempo markings when presented aurally. 4. Participate in guided practice to apply specified tempo markings to rhythmic and/or melodic patterns. 5. Music opinion writing or noteworthy performer activities will be shared. 6. Verbal responses to lesson review questions.	• Choral response and individual oral response to oral questions • Teacher observation • Guided practice

Differentiation:
Teacher modeled instructions/examples
Repeat/rephrase instructions

Students choose to answer questions they feel most capable of answering correctly
Music opinion writing is available as an optional independent learning project during every lesson
Noteworthy performer is available as an optional independent learning project during every lesson

Resources Provided:

- Musical listening examples
- Musicplay online activities



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Lesson Plan 3 Template			
Content Area: General Music	Lesson Title: Tempo #3		Time Frame: 40 mins/1 day

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 ☐ Critical Thinking and Problem Solving ☐ Information Literacy

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

Interdisciplinary Connections: Language arts, Dance

Integration of Technology: Sound system & keyboard, Laptop & projector, musicplay online

Equipment Needed: Sound system & keyboard, Laptop & projector, musicplay online

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • identify the tempo markings previously listed in this unit overview when presented aurally and/or printed. • create and perform rhythmic patterns with student-selected tempo markings previously listed in the unit overview. • sing age/developmentally appropriate songs with and without movements.	Lesson Sequence 1. Sing age/developmentally appropriate selected songs by rote. Some songs may include movements. 2. Review specified tempo marking definitions. 3. Participate in guided practice to identify specified tempo markings when presented aurally. 4. Participate in guided practice to apply specified tempo markings to rhythmic and/or melodic patterns. 5. create and perform rhythmic patterns with student-selected tempo markings. 6. Music opinion writing or noteworthy performer activities will be shared. 7. Verbal responses to lesson review questions.	• Choral response and individual oral response to oral questions • Teacher observation • Guided practice

Differentiation:
Teacher modeled instructions/examples
Repeat/rephrase instructions
Students choose to answer questions they feel most capable of answering correctly
Music opinion writing is available as an optional independent learning project during every lesson
Noteworthy performer is available as an optional independent learning project during every lesson

Resources Provided:

- Musical listening examples
- Musicplay online activities



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 Music	**Grade Level:**	1	**Unit Title:**	Tempo
Created:	Victoria Fortna	**Board Approved on:**	Type Here		



Unit Overview Template					
Content Area:	General Music	**Grade Level:**	1	**Unit Title:**	Dynamics
Unit Summary: Students will identify dynamic markings and the associated abbreviation: *piano* (*p*), *mezzoforte* (*mf*), *forte* (*f*). Students will perform rhythmic and/or melodic patterns with selected and/or applied dynamic markings: *piano, mezzoforte, forte.*					
Primary Interdisciplinary Connections: Language Arts, Dance					
21st Century Themes X Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy X Life and Career Skills X Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	The content and skills acquired from this unit will allow the students to continue developing and reinforcing the foundational music skills and knowledge that are necessary for further musical development.				
Career Readiness:	9.4				

Learning Targets	
Standards:	1.3A, SEL.PK-12.5, 1.1, ELA.SL, ELA.W,
Content Statements:	Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Interpreting intent and meaning. 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 context to deepen understanding. Core Idea: Brainstorming can create new, innovative ideas. SEL.PK-12.5: Relationship Skills Anchor Standard 4: Selecting, analyzing and interpreting work. Speaking and Listening Domain Writing Domain

CPI#:	Cumulative Progress Indicator (CPI):
1.3A.2Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
1.3A.2Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.
1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.

1.3A.2.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
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.
1.1.2.Pr4b	Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.
SL.PE.1.1.A	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.AS.1.6	Produce complete sentences when appropriate to task and situation.
W.AW.1.1.A	With prompts and support, write opinion pieces on a topic or texts. Introduce an opinion.
W.AW.1.1.B	Support the opinion with facts or other information and examples related to the topic.
W.AW.1.1.C	Provide a conclusion.

Unit Essential Questions:

- How do musicians improve the quality of their performance?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we discern the musical creators' and performers' expressive intent?
- 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?

Unit Enduring Understandings:

- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the appreciation 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 and how creator(s) or performer(s) manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Unit Learning Targets:

- Students will identify dynamic markings, and associated abbreviations, previously listed in this unit overview.
- Students will perform rhythmic and/or melodic patterns with selected and/or applied dynamic markings previously listed in this unit overview.
- Students will sing age/developmentally appropriate songs with and without movements.

Evidence of Learning	
Summative Assessment:	Dynamics written quiz & Dynamics performance assessment
Equipment Needed:	Sound system, keyboard, laptop and projector
Teacher Resources:	Dynamics written quiz, Dynamics performance assessment, musicplay online, selected age/developmentally appropriate songs.

Formative Assessments:

- Choral response and individual oral response to oral questions
- Teacher observation
- Guided practice
- Student performance demonstrations

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Dynamics #1	40 mins/1 day
Lesson 2 Dynamics #2	40 mins / 1 day
Lesson 3 Dynamics #3	40 mins / 1 day

Teacher Notes: Available to all students during all lessons: Music Opinion Writing activity and Noteworthy Performer activity.

Curriculum Development Resources/Technology Resources:

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

First Steps in Music for Preschool and Beyond (books, CDs & teaching resources), John Feierabend

Making Music (books, CDs & teaching resources), Silver Burdett

Laptop & projector

Musicplay online



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Lesson Plan 1 Template					
Content Area:	General Music	Lesson Title:	Dynamics #1	Time Frame:	40 mins / 1 day

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

Interdisciplinary Connections: Language arts, Dance

Integration of Technology: Sound system & keyboard, Laptop & projector, Musicplay online

Equipment Needed: Sound system & keyboard, Laptop & projector, Musicplay online, selected songs

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • identify the dynamic markings, and associated abbreviations, previously listed in this unit overview. • perform rhythmic and/or melodic patterns with applied dynamic markings, and/or abbreviations, previously listed in the unit overview. • sing age/developmentally appropriate songs with and without movements.	Lesson Sequence 1. Sing age/developmentally appropriate selected songs by rote. Some songs may include movements. 2. Introduction of specified dynamic markings, associated abbreviations, and their established definitions. 3. Participate in guided practice to apply specified dynamic markings to rhythmic and/or melodic patterns. 4. Music opinion writing or noteworthy performer activities will be shared. 5. Verbal responses to lesson review questions.	• Choral response and individual oral response to oral questions • Teacher observation • Guided practice

Differentiation:
Teacher modeled instructions/examples
Repeat/rephrase instructions
Students choose to answer questions they feel most capable of answering correctly

Music opinion writing is available as an optional independent learning project during every lesson
Noteworthy performer is available aws an optional independent learning project during every lesson

Resources Provided:

- Musical listening examples
- Musicplay online activities



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 2 Template					
Content Area:	General Music	Lesson Title:	Dynamics #2	Time Frame:	40 mins / 1 day

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 ☐ Critical Thinking and Problem Solving ☐ Information Literacy

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

Interdisciplinary Connections: Language arts, Dance

Integration of Technology: Sound system & keyboard, Laptop & projector, musicplay online

Equipment Needed: Sound system & keyboard, Laptop & projector, musicplay online

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • identify the dynamic markings, and associated abbreviations, previously listed in this unit overview when presented aurally and/or printed. • perform rhythmic and/or melodic patterns with applied dynamic markings, or associated abbreviations, previously listed in this unit overview. • sing age/developmentally appropriate songs with and without movements.	Lesson Sequence 1. Sing age/developmentally appropriate selected sons by rote. Some songs may include movements. 2. Review definitions of specified dynamic markings, and associated abbreviations. 3. Participate in guided practice to identify the dynamic markings when presented aurally. 4. Participate in guided practice to apply specified dynamic markings, or abbreviations, to rhythmic and/or melodic patterns. 5. Music opinion writing or noteworthy performer activities will be shared. 6. Verbal responses to lesson review questions.	• Choral response and individual oral response to oral questions • Teacher observation • Guided practice

Differentiation:
Teacher modeled instructions/examples
Repeat/rephrase instructions
Students choose to answer questions they feel most capable of answering correctly
Music opinion writing is available as an optional independent learning project during every lesson
Noteworthy performer is available as an optional independent learning project during every lesson

Resources Provided:

- Musical listening examples
- Musicplay online activities



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Lesson Plan 3 Template			
Content Area: General Music	Lesson Title: Dynamics #3	Time Frame: 40 mins/1 day	

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 ☐ Critical Thinking and Problem Solving ☐ Information Literacy

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

Interdisciplinary Connections: Language Arts, Dance

Integration of Technology: Sound system & keyboard, Laptop & projector, musicplay online

Equipment Needed: Sound system & keyboard, Laptop & projector, musicplay online

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • identify the dynamic markings, and abbreviations, previously listed in this unit overview when presented aurally and/or printed. • create and perform rhythmic patterns with student-selected dynamic markings, and abbreviations, previously listed in the unit overview. • sing age/developmentally appropriate songs with and without movements.	Lesson Sequence 1. Sing age/developmentally appropriate selected songs by rote. Some songs may include movements. 2. Review definitions of specified dynamic markings, and abbreviations. 3. Participate in guided practice to identify specified dynamic markings when presented aurally. 4. Participate in guided practice to apply specified dynamic markings, and/or abbreviations, to rhythmic and/or melodic patterns. 5. Create and perform rhythmic patterns with student-selected dynamic markings.	• Choral response and individual oral response to oral questions • Teacher observation • Guided practice

	6. Music opinion writing or noteworthy performer activities will be shared. 7. Verbal responses to lesson review questions.	

Differentiation:
Teacher modeled instructions/examples
Repeat/rephrase instructions
Students choose to answer questions they feel most capable of answering correctly
Music opinion writing is available as an optional independent learning project during every lesson
Noteworthy performer is available as an optional independent learning project during every lesson

Resources Provided:

- Musical listening examples
- Musicplay online activities



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 Music **Grade Level:** 1 **Unit Title:** Dynamics

Created: Victoria Fortna **Board Approved on:** Type Here



SPRINGFIELD PUBLIC SCHOOLS

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Unit Overview Template					
Content Area:	General Music	**Grade Level:**	1	**Unit Title:**	Music Composition

Unit Summary: Students will create and document original music ideas, within specified parameters, using standard notation to include the following music elements: known rhythms, known dynamic markings, known tempo markings. Students will revise/refine/rehearse their composition; then present their composition to their peers.

Primary Interdisciplinary Connections: Language Arts, Dance

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

Unit Rationale:	The content and skills acquired from this unit will allow the students to continue developing and reinforcing the foundational music skills and knowledge that are necessary for further musical development.
Career Readiness:	9.4

Learning Targets	
Standards:	1.3A, SEL.PK-12.5, 1.1, ELA.SL, ELA.W
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 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Interpreting intent and meaning. 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 context to deepen understanding. Core Idea: Brainstorming can create new, innovative ideas. SEL.PK-12.5: Relationship Skills Anchor Standard 4: Selecting, analyzing and interpreting work. Speaking and Listening Domain Writing Domain

CPI#:	Cumulative Progress Indicator (CPI):
1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
1.3A.2.Cr3a	Interpret and apply personal, peer and teacher feedback to revise personal music.
1.3A.2Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
1.3A.2Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
	1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.
1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
1.3A.2.Re9a	Apply personal and expressive preferences in the evaluation of music.
1.3A.2.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
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.
1.1.2.Pr4b	Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.
SL.PE.1.1.A	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.AS.1.6	Produce complete sentences when appropriate to task and situation.
W.AW.1.1.A	With prompts and support, write opinion pieces on a topic or texts. Introduce an opinion.
W.AW.1.1.B	Support the opinion with facts or other information and examples related to the topic.
W.AW.1.1.C	Provide a conclusion.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their work?
- 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 do we discern the musical creators' and performers' expressive intent?
- 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?

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.
- 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 and how creator(s) or performer(s) manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- 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 create and document original music ideas, within specified parameters, using standard notation to include the music elements previously listed in the 1st Grade General Music units' overview.
- Students will revise/refine/rehearse their composition; then present their composition to their peers.
- Students will sing age/developmentally appropriate songs with and without movements.



Evidence of Learning	
Summative Assessment:	Student composition
Equipment Needed:	Sound system, keyboard
Teacher Resources:	Selected age/developmentally appropriate songs

Formative Assessments:

- Choral response and individual oral response to oral questions
- Teacher observation
- Guided practice
- Student performance demonstrations

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Music Composition #1	40 mins/1 day
Lesson 2 Music Composition #2	40 mins / 1 day
Lesson 3 Music Composition #3	40 mins / 1 day

Teacher Notes: Available to all students during all lessons: Music Opinion Writing activity and Noteworthy Performer activity.

Curriculum Development Resources/Technology Resources:

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

First Steps in Music for Preschool and Beyond (books, CDs & teaching resources), John Feierabend

Making Music (books, CDs & teaching resources), Silver Burdett

Laptop & projector

Musicplay online



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Lesson Plan 1 Template					
Content Area:	General Music	Lesson Title:	Music Composition #1	Time Frame:	40 mins / 1 day

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

Interdisciplinary Connections: Language Arts, Dance

Integration of Technology: Sound system & keyboard, Laptop & projector, musicplay online

Equipment Needed: Sound system & keyboard, Laptop & projector, musicplay online, selected songs

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • identify the elements of music previously presented in the 1st Grade General Music units' overview. • Sing age/developmentally appropriate songs with and without movements.	Lesson Sequence 1. Sing age/developmentally appropriate selected songs by rote. Some songs may include movements. 2. Review the previously introduced elements of music. 3. Brainstorm with peers to focus on documenting original rhythmic ideas using standard notation. 4. Review their rhythmic notation with peers for accuracy. 5. Musc opinion writing or noteworthy performer activities will be shared. 6. Verbal responses to lesson review questions.	• Choral response and individual oral response to oral questions • Teacher observation • Guided practice

Differentiation:
Teacher modeled instructions/examples
Repeat/rephrase instructions
Students choose to answer questions they feel most capable of answering correctly

Music opinion writing is available as an optional independent learning project during every lesson
Noteworthy performer is available as an optional independent learning project during every lesson

Resources Provided:

- Musicplay online activities



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Lesson Plan 2 Template					
Content Area:	1st Grade General Music	Lesson Title:	Music Composition #2	Time Frame:	40 mins / 1 day

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 ☐ Critical Thinking and Problem Solving ☐ Information Literacy

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

Interdisciplinary Connections: Language arts, Dance

Integration of Technology: Sound system & keyboard, Laptop & projector, muscplay online

Equipment Needed: Sound system & keyboard, Laptop & projector, musicplay online, selected songs

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • identify the elements of music previously presented in the 1st Grade General Music units' overview. • refine original rhythmic compositions and add expressive elements of dynamic markings and tempo markings. • Sing age/developmentally appropriate songs with and without movements.	Lesson Sequence 1. Sing age/developmentally appropriate selected songs by rote. Some songs may include movements. 2. Review the previously introduced elements of music. 3. Brainstorm with peers to develop and refine their rhythmic notation. 4. Apply appropriate dynamic markings and tempo markings to their music composition. 5. Review their compositions with peers for accuracy. 6. Music opinion writing or noteworthy performer activities will be shared. 7. Verbal responses to lesson review questions.	• Choral response and individual oral response to oral questions • Teacher observation • Guided practice

Differentiation:
Teacher modeled instructions/examples
Repeat/rephrase instructions
Students choose to answer questions they feel most capable of answering correctly
Music opinion writing is available as an optional independent learning project during every lesson
Noteworthy performer is available as an optional independent learning project during every lesson

Resources Provided:

- Musicplay online activities



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Lesson Plan 3 Template					
Content Area:	1st Grade General Music	Lesson Title:	Music Composition #3	Time Frame:	40 mins/1 day

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 ☐ Critical Thinking and Problem Solving ☐ Information Literacy

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

Interdisciplinary Connections: Language arts, Dance

Integration of Technology: Sound system & keyboard, Laptop & projector, musicplay online

Equipment Needed: Sound system & keyboard, Laptop & projector, musicplay online, selected songs

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • refine original rhythmic compositions and add expressive elements of dynamic markings and tempo markings. • refine and rehearse their music compositions in preparation for peer performances. • Sing age/developmentally appropriate songs with and without movements.	Lesson Sequence 1. Sing age/developmentally appropriate selected songs by rote. Some songs may include movements. 2. Refine and complete their music compositions. 3. Rehearse their compositions in preparation for peer performances. 4. Perform their compositions and receive teacher and/or student feedback of their performance. 5. Music opinion writing or noteworthy performer activities will be shared. 6. Verbal responses to lesson review questions.	• Choral response and individual oral response to oral questions • Teacher observation • Guided practice • Student performance demonstrations • Peer assessment

Differentiation:
Teacher modeled instructions/examples
Repeat/rephrase instructions

Students choose to answer questions they feel most capable of answering correctly
Music opinion writing is available as an optional independent learning project during every lesson
Noteworthy performer is available as an optional independent learning project during every lesson

Resources Provided:

- Musicplay online activities



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 Music	**Grade Level:**	1	**Unit Title:**	Music Composition
Created:	Victoria Fortna	**Board Approved on:**	Type Here		

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

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



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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/assignemt
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

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

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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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

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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.

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

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.

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