

SPRINGFIELD PUBLIC SCHOOLS

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

Springfield Public Schools
Springfield, New Jersey 07081

Instrumental Music
Grade 4

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

Curriculum Developed By:

Tim Kielty -Principal of Thelma L. Sandmeier Elementary School

David Rennie- Principal of James Caldwell School

Ashley Bauers- Coordinator of Visual, Performing & Practical Arts

Daniel Zimmer -Instrumental Music Teacher

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:	Instrumental Music	**Grade Level:**	4	**Unit Title:**	Introduction to Instrumental Music
Unit Summary: This unit is an introduction for first year instrumental music students. One instrument will be studied intensively and students will perform in individual, small group, and large ensemble settings.					
Primary Interdisciplinary Connections: Career Readiness, Language Arts					
21st Century Themes ☐ Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy **X** Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Students must understand the procedures when beginning to play an instrument. As well as understanding the beginning steps to music literacy.				
Career Readiness:	9.2, 9.4				

Learning Targets	
Standards:	1.3C, 1.3D, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3
Content Statements:	Anchor Standard 2: Organizing and developing ideas. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 7: Perceiving and analyzing products. Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential. Core Idea: The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. Core Idea: Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness Language Domain
CPI#:	**Cumulative Progress Indicator (CPI):**
1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
1.3D.12 nov.Cr2a	Use standard notation or audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies.
1.3D.12nov.Pr5a	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
L.KL.4.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

Unit Essential Questions:

- How do musicians generate creative ideas?
- 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?

Unit Enduring Understandings:

- Musicians' creative choices are influenced by their expertise, context and expressive intent
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- How do musical experiences impact individuals?
- How are the elements of the musical notation system used at the beginning stages of learning?

Unit Learning Targets:

- Assemble, disassemble, and care for instrument
- Sit with correct playing posture
- Hold instrument properly
- Create a sound using proper technique
- Read basic notes and rhythms



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Evidence of Learning	
Summative Assessment:	Last day of unit
Equipment Needed:	*Essential Elements* Method Book, instruments, rosin, strings, bridges, sticks, mallets, drum heads, valve oil, cleaner, reeds, concert pieces/sheet music and scores, supplementary page(s) (when applicable), rhythm materials, metronome, tuner, chairs, stands, scale sheet, fingering chart, pencils, erasers
Teacher Resources:	*Essential Elements* Method Book, instruments for demonstration purposes, laptop (with necessary cables/plugs/adapters), iPad,speakers (with necessary cables/plugs), overhead projector (with necessary cables/plugs/adapters), Promethean Board, Google Suite applications, selected software/online programs (i.e.: Music Cloud, Essential Elements Interactive, iTunes, Safari, Preview, GarageBand, NoteFlight, whiteboard and dry erase markers

Formative Assessments:

- Naming notes individually
- Performing notes individually
- Individually assembling and disassembling instrument
- Preparing assignment for next class
- Playing assessments in small groups

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Assembly and Disassembly of Instrument	40 minute lesson
Lesson 2 Music Staff Comprehension	40 minute lesson
Lesson 3 Care of Instrument	40 minute lesson

Teacher Notes: Students must demonstrate an understanding of instrument knowledge and music staff knowledge before playing the instrument. Foundation of routines will be established first.

Curriculum Development Resources/Technology Resources:

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

Essential Elements for Band Method Book

Essential Elements for Strings Method Book

www.essentialelementsinteractive.com

www.musictheory.net

Smart Music Software



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Lesson Plan 1 Template					
Content Area:	Performing Arts	Lesson Title:	Assembly and Disassembly of Instrument	Time Frame:	40 minute lesson

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness, Language Arts

Integration of Technology: Google Classroom, Google Suite- Forms, Docs, Slides, Websites will be used in conjunction with Clever, Essential Elements Interactive, Smart Music, Youtube, Teacher made- Google instrument sites and online music education websites and resources. Videos, website with supplemental literature on caring for instruments. QR codes, Computes, iPads, Projector, and Promethean board will be used to implement technology.

Equipment Needed: *Essential Elements* Method Book, instruments for demonstration purposes, laptop (with necessary cables/plugs/adapters), iPad,speakers (with necessary cables/plugs), overhead projector (with necessary cables/plugs/adapters), Promethean Board, Google Suite applications, selected software/online programs (i.e.: Music Cloud, Essential Elements Interactive, iTunes, Safari, Preview, GarageBand, NoteFlight, whiteboard and dry erase markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • define parts of the instrument. • demonstrate assembly of instruments. • demonstrate disassembly of instruments.	Lesson Sequence 1. Cases are left on the floor. 2. Watch videos modeling correct instrument assembly/disassembly. 3. Assemble and disassemble instruments as a group with the teacher. 4. Verbally review assemble/disassemble process.	• Oral/written quiz on naming instrument parts • Demonstration of assembling instrument • Demonstration of dissembling instrument

Differentiation: Some repetition may be necessary and individuals may receive additional help. The material will be presented in several different ways. Goal Setting with students. Tiered activities/assignments

Resources Provided:

- Method Book pages with instrument diagrams
- Videos modeling correct assembly of instruments
- Essential Elements Interactive may post additional videos for extra assistance as needed



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Lesson Plan 2 Template					
Content Area:	Performing Arts	Lesson Title:	Music Staff Comprehension	Time Frame:	40 minute lesson

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness, Language Arts

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

Equipment Needed: Essential Elements Method Book, instruments for demonstration purposes, laptop (with necessary cables/plugs/adapters), iPad,speakers (with necessary cables/plugs), overhead projector (with necessary cables/plugs/adapters), Promethean Board, Google Suite applications, selected software/online programs (i.e.: Music Cloud, Essential Elements Interactive, iTunes, Safari, Preview, GarageBand, NoteFlight, whiteboard and dry erase markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • define staff, bar line, measure, double bar, repeat sign, time signature, treble/bass clef. • repeat mnemonic devices for the music staff. • identify note names on staff in order as well as mixed up. • create words from music staff notes.	Lesson Sequence 1. Music terms and symbols will be discussed and written down. 2. Mnemonic devices will be passed out. 3. Practice reading note names. 4. Games/websites used to spell words and identify music staff terms.	• Oral/written quiz on Music Staff terms and symbols • Oral/written quizzes/games on note names of the staff • Oral/written quizzes creating words with staff notes

Differentiation: Some repetition may be necessary and individuals may receive additional help. The material will be presented in several different ways. Goal Setting with students.

Resources Provided:

- Method Book pages with instrument diagrams
- Videos modeling correct assembly of instruments
- Essential Elements Interactive may post additional videos for extra assistance as needed



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Lesson Plan 3 Template					
Content Area:	Performing Arts	Lesson Title:	Care of Instrument	Time Frame:	40 minute lessons

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Google Classroom, Google Suite- Forms, Docs, Slides, Websites will be used in conjunction with Clever, Essential Elements Interactive, Smart Music, Youtube, Teach made- Google instrument sites and online music education websites and resources. Videos, website with supplemental literature on caring for instruments. QR codes, Computes, iPads, Projector, and Promethean board will be used to implement technology.

Equipment Needed: Essential Elements Method Book, instruments for demonstration purposes, laptop (with necessary cables/plugs/adapters), iPad,speakers (with necessary cables/plugs), overhead projector (with necessary cables/plugs/adapters), Promethean Board, Google Suite applications, selected software/online programs (i.e.: Music Cloud, Essential Elements Interactive, iTunes, Safari, Preview, GarageBand, NoteFlight, whiteboard and dry erase markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • identify and define care equipment and what it is used for. • demonstrate how to properly clean and care for instrument.	Lesson Sequence 1. Instruments will be assembled. 2. Watch videos on cleaning and care of instruments. 3. Discuss care of instruments. 4. Demonstrate cleaning and care of instrument.	• Oral/written quizzes on instrument care and cleaning • Demonstrations of cleaning/caring for instrument (rubric may be used to score understanding)

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

Resources Provided:

- Method Book pages with instrument diagrams
- Videos modeling correct assembly of instruments
- Essential Elements Interactive may post additional videos for extra assistance as needed



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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: Performing Arts **Grade Level:** 4 **Unit Title:** Introduction to Instrumental Music

Created: Dan Zimmer **Board Approved on:**



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Unit Overview Template					
Content Area:	Performing Arts	**Grade Level:**	4	**Unit Title:**	Music Staff to Instrument Correlation
Unit Summary: Students will learn to apply the symbols on the music staff to their instruments as it relates to basic note reading, pitch recognition, sound production and breathing.					
Primary Interdisciplinary Connections: Career Readiness, Mathematics, Language Arts					
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:	Students must have a strong understanding of basic music staff reading and how that applies to playing notes on their instrument.				
Career Readiness:	9.2, 9.4				

Learning Targets	
Standards:	1.3C, 1.3D, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.5, MA.4.OA, L.VL
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 4: Selecting, analyzing and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 9: Applying criteria to evaluate products. Core Idea: Income and benefits can vary depending on the employer and type of job or career. Core Idea: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. Core Idea: Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.5: Relationship Skills Operations and Algebraic Thinking Writing Domain

CPI#:	Cumulative Progress Indicator (CPI):
1.3C.12nov.Pr4a	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
1.3D.12nov.Cr1a	Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
1.3D.12 nov.Cr2a	Use standard notation or audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies

1.3D.12nov.Pr4a	Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context.
1.3D.12nov.Pr5a	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.
1.3D.12nov.Re9a	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
9.2.5.CAP.5	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations.
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others.
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
MA.4.OA.C.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
L.VL.4.2.A	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Unit Essential Questions:

- How do musicians make creative decisions?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- How do we judge the quality of musical work(s) and performance(s)?
- Can you label the staff with appropriate letter names?
- What do all percussion instruments have in common?
- What are the two ways to create a sound on the violin or cello?
- What is an embouchure?
- How do staff notes help you play your instrument?
- How does breathing affect your sound?
- Where can you find fingerings/slide positions for your staff notes?

Unit Enduring Understandings:

- Musicians' creative choices are influenced by their expertise, context and expressive intent.

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.
- The music staff gives a musician the information needed to play any song.
- In order to play music, students first must learn how to create a sound.
- Creating and performing music requires musicians to have a thorough understanding of basic staff reading and instrument knowledge.

Unit Learning Targets:

Students will....

- label the notes on the staff.
- demonstrate understanding of notes on the staff and how they relate to their instruments.
- identify and define previously learned music staff symbols.
- demonstrate proper embouchure formation.
- play five different notes on the instrument with correct sound, breathing, and posture.



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Evidence of Learning	
Summative Assessment:	Last days of unit
Equipment Needed:	Method book, instruments, rosin, strings, bridges, sticks, mallets, drum heads, valve oil, cleaner, reeds, concert pieces/sheet music and scores, supplementary page(s) (when applicable), rhythm materials, metronome, tuner, chairs, stands, scale sheet, fingering chart, pencils, erasers
Teacher Resources:	*Essential Elements* Method Book, instruments for demonstration purposes, laptop (with necessary cables/plugs/adapters), iPad,speakers (with necessary cables/plugs), overhead projector (with necessary cables/plugs/adapters), Promethean Board, Google Suite applications, selected software/online programs (i.e.: Music Cloud, Essential Elements Interactive, iTunes, Safari, Preview, GarageBand, NoteFlight, whiteboard and dry erase markers

Formative Assessments:

- Playing quizzes in large and small groups
- Name notes and music symbols aloud

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Reading and playing notes on the staff	40 minute lessons
Lesson 2 Proper Breathing	40 minute lessons
Lesson 3 Sound Production	40 minute lessons

Teacher Notes: Students should name all notes on the staff and be able to play five different notes on their instrument with correct breathing and posture by the end of this unit.

Curriculum Development Resources/Technology Resources:

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

Previously written curriculums

Essential Elements for Band Method Book

Essential Elements for Strings Method Book

www.essentialelementsinteractive.com

www.musictheory.net

Smart Music Software



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Lesson Plan 1 Template					
Content Area:	Performing Arts	Lesson Title:	Reading and Playing Notes on the Staff	Time Frame:	40 minute lessons

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 Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness, Mathematics,

Integration of Technology: Google Classroom, Google Suite- Forms, Docs, Slides, Websites will be used in conjunction with Clever, Essential Elements Interactive, Smart Music, Youtube, Teach made- Google instrument sites and online music education websites and resources. Videos, website with supplemental literature on caring for instruments. QR codes, Computes, iPads, Projector, and Promethean board will be used to implement technology.

Equipment Needed: Essential Elements Method Book, instruments for demonstration purposes, laptop (with necessary cables/plugs/adapters), iPad,speakers (with necessary cables/plugs), overhead projector (with necessary cables/plugs/adapters), Promethean Board, Google Suite applications, selected software/online programs (i.e.: Music Cloud, Essential Elements Interactive, iTunes, Safari, Preview, GarageBand, NoteFlight, whiteboard and dry erase markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • name all notes on the staff. • demonstrate fingering/slide position for the first five pitches of the concert Bb scale.	Lesson Sequence 1. Name the notes on the staff and use memory tricks to help the students be successful. 2. Practice naming the notes from Essential Elements and on the board. 3. Practice correct fingerings/slide positions for each of the five pitches on the staff.	• Oral quiz on all of the notes on the staff • Oral quiz on fingerings/slide positions • Demonstrations of fingerings/slide positions for first five notes

Differentiation: New material will be presented in several different ways. Students in need of more assistance with instructional aids to help them be successful.

Resources Provided:

- Method book pages with fingerings charts and diagrams
- Essential Elements Interactive website with additional charts and Finger along songs



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Lesson Plan 2 Template					
Content Area:	Performing Arts	Lesson Title:	Proper Breathing	Time Frame:	40 Minutes

Lesson Components

21st Century Themes

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

☐ Civic Literacy X Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness, Mathematics, and Technology

Integration of Technology: Google Classroom, Google Suite- Forms, Docs, Slides, Websites will be used in conjunction with Clever, Essential Elements Interactive, Smart Music, Youtube, Teach made- Google instrument sites and online music education websites and resources. Videos, website with supplemental literature on caring for instruments. QR codes, Computes, iPads, Projector, and Promethean board will be used to implement technology.

Equipment Needed: Essential Elements Method Book, instruments for demonstration purposes, laptop (with necessary cables/plugs/adapters), iPad,speakers (with necessary cables/plugs), overhead projector (with necessary cables/plugs/adapters), Promethean Board, Google Suite applications, selected software/online programs (i.e.: Music Cloud, Essential Elements Interactive, iTunes, Safari, Preview, GarageBand, NoteFlight, whiteboard and dry erase markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • define clavicular breathing and diaphragmatic breathing. • discuss why diaphragmatic breathing is important for playing an instrument. • demonstrate how to breath correctly on a sizzle sound/buzz/open mouth.	Lesson Sequence 1. Discuss air stream and breathing for wind instruments. 2. Define terms. 3. Do exercises involving breathing correctly. 4. Breath correctly on a sizzle/buzz/open mouth.	• Oral and written quiz on terms • Small and large groups will perform example exercises

Differentiation: New material will be presented in several different ways. Students in need of more assistance will be provided instructional aids to help them be successful.

Resources Provided:

- Supplemental materials may be distributed
- Videos of correct breathing



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Lesson Plan 3 Template					
Content Area:	Performing Arts	Lesson Title:	Sound Production	Time Frame:	40 minutes

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 ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness, Mathematics, and Technology

Integration of Technology: Google Classroom, Google Suite- Forms, Docs, Slides, Websites will be used in conjunction with Clever, Essential Elements Interactive, Smart Music, Youtube, Teach made- Google instrument sites and online music education websites and resources. Videos, website with supplemental literature on caring for instruments. QR codes, Computes, iPads, Projector, and Promethean board will be used to implement technology.

Equipment Needed: Essential Elements Method Book, instruments for demonstration purposes, laptop (with necessary cables/plugs/adapters), iPad,speakers (with necessary cables/plugs), overhead projector (with necessary cables/plugs/adapters), Promethean Board, Google Suite applications, selected software/online programs (i.e.: Music Cloud, Essential Elements Interactive, iTunes, Safari, Preview, GarageBand, NoteFlight, whiteboard and dry erase markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • demonstrate understanding of previously learned lessons. • define embouchure. • demonstrate proper sound production on the instrument. • perform the first five notes on the Bb scale in whole notes.	Lesson Sequence 1. Define terms. 2. Review notes and fingerings/slide positions of notes. 3. Create a sound on the instrument with correct breathing. 4. Play the first five notes of the Bb concert scale with correct breathing and sound production.	• Oral and written quizzes on terms • Oral explanations of proper embouchure/ sound production technique • Small and large groups will perform five notes with correct sound production

Differentiation: Flexible grouping

Resources Provided:

- Supplemental materials may be distributed
- Videos with modeling may be watched



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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: Performing Arts **Grade Level:** 4 **Unit Title:** Music Staff to Instrument Correlation

Created: Dan Zimmer **Board Approved on:**



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Unit Overview Template					
Content Area:	Performing Arts	**Grade Level:**	4	**Unit Title:**	Beginning to Interpret Notes and Rhythms for Simple Songs.
Unit Summary: Students will combine note and rhythmic interpretation to play their first basic songs.					
Primary Interdisciplinary Connections: Career Readiness, Language Arts, Technology					
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:	Students must learn how to interpret notes and rhythms in order to play simple songs as they relate to woodwind, brass, percussion, and string instruments.				
Career Readiness:	9.2, 9.4				

Learning Targets	
Standards:	1.3C, 1.3D, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, L.VI
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 7: Perceiving and analyzing products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential. Core Idea: There are a variety of factors to consider before starting a business. Core Idea: Collaborating digitally as a team can often develop a better artifact than an individual working alone. SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making Language Domain
CPI#:	**Cumulative Progress Indicator (CPI):**
1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
1.3D.12nov.Cr1a	Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
1.3D.12nov.Pr4a	Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context.

1.3D.12nov.Pr4b	Identify prominent melodic and harmonic characteristics in a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance, including some based on reading standard notation.
1.3D.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest and purpose or context.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees.
9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices.
L.VI.4.3.D	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of their performance?
- How do we judge the quality of musical work(s) and performance(s)?
- How do performers select repertoire?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- What is rhythm?
- What is the connection between rhythm and beat?
- How are pitches and rhythms the fundamental building blocks of music?
- Why is sight-reading important?

Unit Enduring Understandings:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.
- Interpreting rhythmic symbols is how pitches have different time values.
- Playing any song on an instrument requires musicians to have a thorough understanding of pitch, and rhythms.
- Sight-reading shows understanding and application of basic music literacy.

Unit Learning Targets:

Students will....

- Clap and count whole, half, quarter, and eighth note rhythms and rests.
- Count and play rhythms on one pitch.
- Broaden their knowledge of rhythm and pitch.
- Sight-read and practice songs with basic rhythm and pitches.



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Evidence of Learning	
Summative Assessment:	Last day of unit
Equipment Needed:	Method book, instruments, rosin, strings, bridges, sticks, mallets, drum heads, valve oil, cleaner, reeds, concert pieces/sheet music and scores, supplementary page(s) (when applicable), rhythm materials, metronome, tuner, chairs, stands, scale sheet, fingering chart, pencils, erasers
Teacher Resources:	Essential Elements Method Book, instruments for demonstration purposes, laptop (with necessary cables/plugs/adapters), iPad,speakers (with necessary cables/plugs), overhead projector (with necessary cables/plugs/adapters), Promethean Board, Google Suite applications, selected software/online programs (i.e.: Music Cloud, Essential Elements Interactive, iTunes, Safari, Preview, GarageBand, NoteFlight, whiteboard and dry erase markers

Formative Assessments:

- Playing quizzes with or without SmartMusic and Essential Elements Interactive
- Name rhythmic symbols aloud
- Verbal and written quizzes on on rhythmic symbols, notes and terms
- Recordings of students sight-reading

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Basic Rhythm	40 minutes
Lesson 2 Rhythm and Rest Counting	40 minutes
Lesson 3 Intro to Sight-Reading	40 minutes

Teacher Notes: Students should be able to sight-read simple melodies and count basic rhythms by the end of the unit.

Curriculum Development Resources/Technology Resources:

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

Previously written curriculums

Essential Elements for Band Method Book

Essential Elements for Strings Method Book

www.essentialelementsinteractive.com

www.musictheory.net

Smart Music Software



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Lesson Plan 1 Template					
Content Area:	Performing Arts	Lesson Title:	Basic Rhythm	Time Frame:	40 Minutes

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness, Language Arts, Technology

Integration of Technology: Google Classroom, Google Suite- Forms, Docs, Slides, Websites will be used in conjunction with Clever, Essential Elements Interactive, Smart Music, Youtube, Teach made- Google instrument sites and online music education websites and resources. Videos, website with supplemental literature on caring for instruments. QR codes, Computes, iPads, Projector, and Promethean board will be used to implement technology.

Equipment Needed: Essential Elements Method Book, instruments for demonstration purposes, laptop (with necessary cables/plugs/adapters), iPad,speakers (with necessary cables/plugs), overhead projector (with necessary cables/plugs/adapters), Promethean Board, Google Suite applications, selected software/online programs (i.e.: Music Cloud, Essential Elements Interactive, iTunes, Safari, Preview, GarageBand, NoteFlight, whiteboard and dry erase markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • define and recognize whole, half,quarter, and eighth notes. • demonstrate playing whole, half, quarter, and eighth note rhythms on a single pitch. • practice playing mixed up rhythms on previously learned pitches.	Lesson Sequence 1. Identify and define the symbol and value of the whole, half, quarter, and eighth note. 2. Review the numeric counting system and count different rhythms. 3. Practice as a group counting and clapping mixed up note values. 4. Play mixed up note values on instruments.	• Oral quiz identifying and defining whole, half, quarter, and eighth note values. • Oral and written quizzes on the numeric counting system. • Playing quizzes on mixed up note values.

Differentiation:
Individual chances for all students. Mini workshops to reteach or extend learning

Resources Provided:
- Supplemental materials may be distributed
- Method book pages with instruction
- SmartMusic, Essential Elements, and rhythmic videos



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Lesson Plan 2 Template					
Content Area:	Performing Arts	Lesson Title:	Rests and Counting	Time Frame:	40 Minutes

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness, Language Arts, Technology

Integration of Technology: Google Classroom, Google Suite- Forms, Docs, Slides, Websites will be used in conjunction with Clever, Essential Elements Interactive, Smart Music, Youtube, Teach made- Google instrument sites and online music education websites and resources. Videos, website with supplemental literature on caring for instruments. QR codes, Computes, iPads, Projector, and Promethean board will be used to implement technology.

Equipment Needed: Essential Elements Method Book, instruments for demonstration purposes, laptop (with necessary cables/plugs/adapters), iPad,speakers (with necessary cables/plugs), overhead projector (with necessary cables/plugs/adapters), Promethean Board, Google Suite applications, selected software/online programs (i.e.: Music Cloud, Essential Elements Interactive, iTunes, Safari, Preview, GarageBand, NoteFlight, whiteboard and dry erase markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • identify and define whole, half, and quarter rests. • demonstrate counting rests between notes. • demonstrate counting multi-measure rests.	Lesson Sequence 1. Identify and define the symbol and value of the whole, half, and quarter rest. 2. Count and clap measures with notes and rests. 3. Play measures on a single pitch with notes and rests. 4. Discuss and count multi-measure rests.	• Oral and written quiz on the names and values of whole, half, and quarter rests • Oral quiz on counting rests in between notes and multi measures • Play measures in small or large groups with notes and rests

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

Resources Provided:

- Supplemental materials may be distributed
- Method book pages with instruction
- SmartMusic, Essential Elements, and rhythmic videos



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Lesson Plan 3 Template					
Content Area:	Performing Arts	Lesson Title:	Intro to Sight-Reading	Time Frame:	40 Minutes

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness, Language Arts, Technology

Integration of Technology: Google Classroom, Google Suite- Forms, Docs, Slides, Websites will be used in conjunction with Clever, Essential Elements Interactive, Smart Music, Youtube, Teach made- Google instrument sites and online music education websites and resources. Videos, website with supplemental literature on caring for instruments. QR codes, Computes, iPads, Projector, and Promethean board will be used to implement technology.

Equipment Needed: Essential Elements Method Book, instruments for demonstration purposes, laptop (with necessary cables/plugs/adapters), iPad,speakers (with necessary cables/plugs), overhead projector (with necessary cables/plugs/adapters), Promethean Board, Google Suite applications, selected software/online programs (i.e.: Music Cloud, Essential Elements Interactive, iTunes, Safari, Preview, GarageBand, NoteFlight, whiteboard and dry erase markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • define sight-reading. • identify the most important parts of sight-reading. • practice sight-reading simple rhythms. • practice sight-reading simple songs.	Lesson Sequence 1. Define terms. 2. Discuss playing correct notes and rhythms while sight -reading. 3. Sight-read rhythms only. 4. Sight-read simple songs.	• Oral quiz on definition and importance of sight-reading • Sight-reading basic music in large and small groups

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

Resources Provided:

- Supplemental materials may be distributed
- Method book pages with instruction
- SmartMusic, Essential Elements, and sight-reading materials.



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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: Performing Arts **Grade Level:** 4 **Unit Title:** Beginning to Interpret Notes and Rhythms for Simple Songs

Created: Dan Zimmer **Board Approved on:**



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Unit Overview Template					
Content Area:	Performing Arts	**Grade Level:**	4	**Unit Title:**	Music Performance and Goal Setting

Unit Summary: Students will use all concepts learned prior in combination to perform in concerts and in an individual setting. Students gain knowledge to self- assess and set goals for better performance as musicians.

Primary Interdisciplinary Connections: Career Readiness, Mathematics, Language Arts, Financial Literacy

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

Unit Rationale:	Performing as a group and as an individual allows for the opportunity to use all skills learned in a practical way and set goals for better music literacy as a musician.
Career Readiness:	9.2, 9.4

Learning Targets	
Standards:	1.3C, 1.3D, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, MA.4.OA, L.RF, 9.1, 1.5
Content Statements:	Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 9: Applying criteria to evaluate products. Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential. Core Idea: There are a variety of factors to consider before starting a business. Core Idea: Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills Domain Operations and Algebraic Thinking Language Domain Core Idea: You can give back in areas that matter to you.



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CPI#:	Cumulative Progress Indicator (CPI):
1.3C.12prof.Re9a	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
1.3D.12 nov.Cr2a	Use standard notation or audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies
1.3D.12nov.Cr3a	Apply teacher or student-provided criteria to critique, improve and refine drafts of simple melodies as well as chordal accompaniments for given melodies.
1.3D.12nov.Pr5a	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.
1.3D.12nov.Re9a	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.2.5.CAP.7	Identify factors to consider before starting a business.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
MA.4.OA.C.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
L.RF.4.4.A	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors
1.5.5.Cn11b	Communicate how art is used to inform others about global issues, including climate change.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of their performance?

- How do we judge the quality of musical work(s) and performance(s)?
- How do performers select repertoire?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response? How can we prepare ourselves as both individuals and members of a group to have a successful music experience?
- How does proper breathing, posture, embouchure, note reading and rhythm reading impact performance?
- How does reflecting on a performance better us as musicians?
- Why is it important to make individual goals based on your performance?
- What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Unit Enduring Understandings:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate & refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.
- Practicing the fundamentals of music literacy transfers easily and provides confidence in performance.
- Instrument specific warm ups are essential to a successful performance.
- Reflection on performance and goal setting provides direction for all musicians.

Unit Learning Targets:

Students will....

- play concert Bb scale patterns on multiple rhythms in stepwise, skip, ascending and descending motion.
- explain and demonstrate the basic elements of music in preparation for the first concert.
- perform in a concert as musicians for the first time.
- reflect and create goals to improve musicianship and performance.



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Evidence of Learning	
Summative Assessment:	Last day of unit
Equipment Needed:	Method book, instruments, rosin, strings, bridges, sticks, mallets, drum heads, valve oil, cleaner, reeds, concert pieces/sheet music and scores, supplementary page(s) (when applicable), rhythm materials, metronome, tuner, chairs, stands, scale sheet, fingering chart, pencils, erasers
Teacher Resources:	Essential Elements Method Book, instruments for demonstration purposes, laptop (with necessary cables/plugs/adapters), iPad,speakers (with necessary cables/plugs), overhead projector (with necessary cables/plugs/adapters), Promethean Board, Google Suite applications, selected software/online programs (i.e.: Music Cloud, Essential Elements Interactive, iTunes, Safari, Preview, GarageBand, NoteFlight, whiteboard and dry erase markers

Formative Assessments:

- Playing quizzes with or without SmartMusic on scale patterns.
- Performing fundamentals in small and large groups.
- Oral quizzes and discussions on performing.
- Listening to individual recordings for reflection and goal setting.

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Five Note Scale Patterns	40 minutes
Lesson 2 Fundamentals of Performance	40 minutes
Lesson 3 Music literacy Reflection and Goals	40 minutes

Teacher Notes: Students should have a clear understanding and be able to demonstrate all of the elements of music that contribute to a successful performance. Students will self -reflect in a positive way and create goals on specific music elements that need focus for a better overall performance.

Curriculum Development Resources/Technology Resources:

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

Previously written curriculums

Essential Elements for Band Method Book

Essential Elements for Strings Method Book

www.essentialelementsinteractive.com

www.musictheory.net

Smart Music Software



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Lesson Plan 1 Template					
Content Area:	Visual Performing Art	Lesson Title:	Five Note Scale Patterns	Time Frame:	40 minutes

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 ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness, Language Arts

Integration of Technology: Google Classroom, Google Suite- Forms, Docs, Slides, Websites will be used in conjunction with Clever, Essential Elements Interactive, Music Cloud, Youtube, Teacher-made Google sites, instrument sites, and online music education websites and resources. Videos, website with supplemental literature on caring for instruments. QR codes, computers, iPads, projector, and promethean board will be used to implement technology.

Equipment Needed: Essential Elements Method Book, instruments for demonstration purposes, laptop (with necessary cables/plugs/adapters), iPad,speakers (with necessary cables/plugs), overhead projector (with necessary cables/plugs/adapters), Promethean Board, Google Suite applications, selected software/online programs (i.e.: Music Cloud, Essential Elements Interactive, iTunes, Safari, Preview, GarageBand, NoteFlight, whiteboard and dry erase markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • demonstrate previously learned notes and rhythms. • identify stepwise skip, ascending and descending motion. • demonstrate growth in instrument technique. • discuss and define how scale patterns help overall music performance.	Lesson Sequence 1. Review previously learned notes and rhythms separately. 2. Introduce new terms; stepwise motion, skipping motion, ascending, descending. 3. Practice playing scale patterns. 4. Connect scale patterns to concert music and overall performance.	• Oral quiz on terms • Oral and written quizzes on previously learned notes and rhythms • Playing quiz on five note scale patterns

Differentiation: New material will be presented in several different ways. Use of collaboration of various activities and rubrics will be used to track student understanding.

Resources Provided:

- Supplemental materials may be distributed
- Method book pages with instruction
- SmartMusic, Essential Elements, and videos



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Lesson Plan 2 Template					
Content Area:	Performing Arts	Lesson Title:	Fundamentals of Performance	Time Frame:	40 minutes

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness, Mathematics

Integration of Technology: Google Classroom, Google Suite- Forms, Docs, Slides, Websites will be used in conjunction with Clever, Essential Elements Interactive, Music Cloud, Youtube, Teacher-made Google sites, instrument sites, and online music education websites and resources. Videos, website with supplemental literature on caring for instruments. QR codes, computers, iPads, projector, and promethean board will be used to implement technology.

Equipment Needed: Essential Elements Method Book, instruments for demonstration purposes, laptop (with necessary cables/plugs/adapters), iPad,speakers (with necessary cables/plugs), overhead projector (with necessary cables/plugs/adapters), Promethean Board, Google Suite applications, selected software/online programs (i.e.: Music Cloud, Essential Elements Interactive, iTunes, Safari, Preview, GarageBand, NoteFlight, whiteboard and dry erase markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • recognize, describe, and demonstrate correct posture, breathing, embouchure, note and rhythm identification, and sound production. • demonstrate the role of the instrument in a large ensemble. • demonstrate rules and rehearsal etiquette for large ensemble rehearsals and performance.	Lesson Sequence 1. Define the fundamentals needed to perform. 2. Practice posture, breathing, embouchure, note and rhythm identification, and sound production separately and combined. 3. Define and discuss the role of the instrument in the full ensemble. 4. Review rules and etiquette of large ensemble rehearsals and performance. 5. Perform in a concert.	• Oral quiz on fundamentals needed for performance • Oral quiz on proper rehearsal and concert etiquette • Performing in a concert

Differentiation: New material will be presented in several different ways.

Resources Provided:

- Supplemental materials may be distributed
- Method book pages with instruction
- SmartMusic, Essential Elements, and videos



SPRINGFIELD PUBLIC SCHOOLS

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

Lesson Plan 3 Template					
Content Area:	Performing Arts	Lesson Title:	Music Literacy Reflection and Goals	Time Frame:	40 minutes

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness, Mathematics, Technology

Integration of Technology: Google Classroom, Google Suite- Forms, Docs, Slides, Websites will be used in conjunction with Clever, Essential Elements Interactive, Smart Music, Youtube, Teach made- Google instrument sites and online music education websites and resources. Videos, website with supplemental literature on caring for instruments. QR codes, Computes, iPads, Projector, and Promethean board will be used to implement technology.

Equipment Needed: Essential Elements Method Book, instruments for demonstration purposes, laptop (with necessary cables/plugs/adapters), iPad,speakers (with necessary cables/plugs), overhead projector (with necessary cables/plugs/adapters), Promethean Board, Google Suite applications, selected software/online programs (i.e.: Music Cloud, Essential Elements Interactive, iTunes, Safari, Preview, GarageBand, NoteFlight, whiteboard and dry erase markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • demonstrate concepts from previous lessons. • listen and critique your own playing. • list elements of music that need individual work for growth. • outline short term and long term music literacy goals.	Lesson Sequence 1. Individually critique this year's growth. 2. List areas that are done well and areas that need improvement. 3. Individually choose skills that need improvement for goal setting. 4. Determine a plan for achieving goals in the future.	• Individually quiz students on what skills could use improvements • Students will follow a series of steps to create realistic and achievable music literacy goals

Differentiation: New material will be presented in several different ways. Use of collaboration of various activities and rubrics will be used to track student understanding.

Resources Provided:

- Supplemental materials may be distributed
- Method book pages with instruction
- SmartMusic, Essential Elements, and videos



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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: Performing Arts **Grade Level:** 4 **Unit Title:** Music Performance and Goal Setting

Created: Dan Zimmer **Board Approved on:**

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
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
IReady ELA On Grade Level	IReady ELA ½ Year Above Current Level	IReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

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

Resource Links
https://riversideinsights.com/cognitive_abilities_test
https://www.curriculumassociates.com/programs/i-ready-learning
https://www.nj.gov/education/assessment/resources/
https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.

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

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

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

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

NJDOE Fast Facts

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

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

Math/ELA

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

STEM

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

Enrichment Events

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