

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

Springfield Public Schools
Springfield, New Jersey 07081

Concert Choir
Grade 6-8

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
Asst. Superintendent of Curriculum and Instruction

Curriculum Developed By:

Mr. Ronald Slate~ Principal of Florence M. Gaudineer Middle School

Ms. Ashley Bauers ~ Music Teacher, Department Coordinator

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



SPRINGFIELD PUBLIC SCHOOLS

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Unit Overview Template					
Content Area:	Performing Arts	**Grade Level:**	6-8	**Unit Title:**	Notation: Pitches & Rhythms, Vocal Production
Unit Summary: Students will be able to identify basic rhythms and demonstrate pitch reading skills. Students will be able to explain and demonstrate the mechanics of basic vocal production.					
Primary Interdisciplinary Connections: Health, Career Readiness					
21st Century Themes ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	This unit provides students with knowledge of the basics of reading the language of music and applying that to concert repertoire music. Students will also be introduced to the physiology of the breathing mechanisms and that which is involved in proper vocal production and vocal health.				
Career Readiness:	9.2, 9.4				

Learning Targets	
Standards:	1.3C, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, 2.1
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 4: Selecting, analyzing and interpreting work. Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income Core Idea: Developing and implementing an action plan is an essential step for achieving one's personal and professional goals. Core Idea: Early planning can provide more options to pay for postsecondary training and employment. Core Idea: There are a variety of resources available to help navigate the career planning process. Core Idea: Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income. Core Idea: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. Core Idea: Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work. Core Idea: Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations. 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 Core Idea: Individual actions, genetics, and family history can play a role in an individual's personal health. Core Idea: Responsible actions regarding behavior can impact the development and health of oneself and others.
CPI#:	**Cumulative Progress Indicator (CPI):**
1.3.C.12int.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
1.3C.12int.Cr2a	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior.
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills.
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices.
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5.1	Establish and maintain healthy relationships.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure.
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed.
2.1.8.PGD.1	Explain how appropriate health care can promote personal health
2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.

Unit Essential Questions:

- How do musicians generate creative ideas?

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

Unit Enduring Understandings:

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

Unit Learning Targets:

Students will be able to identify, explain and demonstrate the significance of basic rhythmic and pitch concepts in both theoretical and concert repertoire settings.

Evidence of Learning

Summative Assessment: 60 days

Equipment Needed: Piano, laptop/iPad with GarageBand, concert repertoire, vocal exercise books.

Teacher Resources: www.musictheory.net, www.teoria.com, www.gmajormusictheory.org

Formative Assessments:

- Aural assessments while the student sings alone
- Aural assessments while the student sings in a group
- Checking scores to see that the student is making the correct markings
- Written vocabulary quiz

Lesson Plans

Lesson	Time Frame
Lesson 1 Rhythms	10 minutes day/ongoing
Lesson 2 Pitches	10 minutes day/ongoing
Lesson 3 Vocal Production and Vocal Health	10 minutes day/ongoing

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

www.musictheory.net

www.teoria.com

www.gmajormusictheory.org

www.nafme.org

www.njmea.org



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Lesson Plan 1 Template					
Content Area:	Visual and Performing Arts	Lesson Title:	Rhythms	Time Frame:	10 minutes day/ongoing

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Piano, concert repertoire, "Sing on Sight" exercise books, laptop and iPads, speakers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify and perform basic rhythmic devices.	Lesson Sequence 1. Basic rhythms (whole, half, quarter, eighth values in 4/4 time, time signatures) are visually and aurally introduced. 2. Students will identify those devices in "Sing on Sight" vocal exercise book. 3. Students will work in small groups on assigned exercises before rejoining the larger class group for critique. 4. Students will identify those rhythmic devices in concert repertoire. 5. Students will accurately perform the above rhythms as part of the concert repertoire for critique by students and teacher.	• Vocabulary worksheet • Aural exercises (rhythmic dictation) • Class discussion regarding correctly sung rhythms • Score markings

Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together

Resources Provided:

- Teacher generated notes
- "Sing on Sight" exercise book
- Concert repertoire
- Piano



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Lesson Plan 2 Template					
Content Area:	Visual and Performing Arts	Lesson Title:	Pitches	Time Frame:	10 minutes day/ongoing

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Health

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Piano, concert repertoire, "Sing on Sight" exercise books, appropriate choral recordings

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify treble and bass clef. • Identify the names of specific notes. • Perform sight singing exercises, utilizing but not limited to, solfege. • Perform individual vocal lines of concert repertoire.	Lesson Sequence 1. Visual and aural introduction of the staff and clefs. 2. Kinesthetic introduction of solfege. 3. Students will break into groups to work on an assigned sight singing exercise. 4. Small groups will perform for class critique. 5. Students will identify common themes in concert repertoire and perform them.	• Vocabulary worksheet • Aural assessment (melodic and harmonic dictation) • Score marking • Class discussion regarding rehearsal intonation

Differentiation:
Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.

Resources Provided:

- Piano
- Concert repertoire
- Teacher generated notes
- "Sing on Sight" exercise book



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Lesson Plan 3 Template					
Content Area:	Visual and Performing Arts	Lesson Title:	Vocal Production and Vocal Health	Time Frame:	10 minutes day/ongoing

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☑ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Health

Integration of Technology: Utilizing laptop and iPads to research the physiology of breathing and vocal production.

Equipment Needed: laptop and iPads, teacher generated notes

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Discuss, demonstrate and practice posture for singing • Discuss, demonstrate and practice correct breathing for singing • Describe and identify resonant singing.	Lesson Sequence • Students will discover the breathing mechanisms within themselves through various guided exercises. • Students will diagram the breathing mechanisms. • Students will discover proper posture for singing through guided exercises. • Students will take notes on and illustrate the proper singing posture. • Students will listen to examples of resonant singing.	• Written analysis of breathing mechanisms • Class discussions regarding what full breaths look/feel like, sensations associated with resonant singing • Folder check for class notes

Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.

Resources Provided:

- Teacher generated notes & diagrams
- Visual examples of vocal folds while singing



Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Visual and Performing Arts	**Grade Level:**	6-8	**Unit Title:**	Notation: Pitches & Rhythms, Vocal Production
Created:	Ashley Bauers	**Board Approved on:**			



Unit Overview Template					
Content Area:	Visual and Performing Arts	**Grade Level:**	6-8	**Unit Title:**	Intonation & Blend, Diction & Expression
Unit Summary: Students will be able to identify and utilize score marking shorthand, perform precise diction & tonality, identify simple song form and phrasing. Students will discuss the relationship of poetry and music.					
Primary Interdisciplinary Connections: Health, Career Readiness					
21st Century Themes ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	This unit will establish the difference between singing in and out of tune, as well as familiarize students with key terms pertaining to that; i.e.: flat and sharp. The student will also learn the mechanics of executing precise diction as well as the basics of vowel modification (pure vs. mixed). Students will then apply this knowledge when attempting to elevate their singing to an art form. We will tackle expression, dynamics and how to blend within vocal parts and the larger choral group.				
Career Readiness:	9.2, 9.4				

Learning Targets	
Standards:	1.3C, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, 2.1
Content Statements:	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 8: Interpreting intent and meaning. Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income Core Idea: Developing and implementing an action plan is an essential step for achieving one's personal and professional goals. Core Idea: Early planning can provide more options to pay for postsecondary training and employment. Core Idea: There are a variety of resources available to help navigate the career planning process. Core Idea: Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.

	Core Idea: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. Core Idea: Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work. Core Idea: Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations. Core Idea: Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest. Core Idea: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. Core Idea: The mode of information can convey a message to consumers or an audience. Core Idea: There are ethical and unethical uses of information and media. Core Idea: Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time. 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 Core Idea: Individual actions, genetics, and family history can play a role in an individual's personal health. Core Idea: Responsible actions regarding behavior can impact the development and health of oneself and others.
CPI#:	**Cumulative Progress Indicator (CPI):**
1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
1.3C.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
1.3C.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.

9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
2.1.8.PGD.1	Explain how appropriate health care can promote personal health
2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.

Unit Essential Questions:

- 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 we discern the musical creators' and performers' expressive intent?

Unit Enduring Understandings:

- 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.
- Through their use of elements and structures of music, creators and performers.

Unit Learning Targets:

Students will be able to identify, explain and demonstrate the significance of accurate intonation and diction when expressing a piece of choral music. Students will also understand and demonstrate proper usage of mixed vowels.



Evidence of Learning	
Summative Assessment:	60 days
Equipment Needed:	Piano, laptop with recording software such as GarageBand, concert repertoire, vocal exercise books.
Teacher Resources:	www.musictheory.net, www.teoria.com, www.gmajormusictheory.org

Formative Assessments:

- Aural assessments while the student sings alone
- Aural assessments while the student sings in a group
- Checking scores to see that the student is making the correct markings
- Quiz on unit vocabulary

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Singing in tune, analyzing vocal challenges	30 minutes/60 days
Lesson 2 Diction	20 minutes/60 day
Lesson 3 Dynamics and Expression	Ongoing

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

www.nafme.org
www.njmea.org
www.ascd.org
www.musictheory.net
www.teoria.com
www.gmajormusictheory.org



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Lesson Plan 1 Template					
Content Area:	Visual and Performing Arts	Lesson Title:	Singing in tune, analyzing vocal challenges	Time Frame:	30 minutes a day/60 days

Lesson Components

21st Century Themes

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

☑ Civic Literacy ☑ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Health

Integration of Technology: Use of GarageBand

Equipment Needed: Piano, concert repertoire, laptop, speakers, various musical recordings

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Listen to examples of singers singing in and out of tune, both sharp and flat. • Practice singing in tune • Identify when music sounds out of tune when listening to themselves as well as others. • Diagnose vocal problems related to pitch and offer strategies to combat it.	Lesson Sequence • Students will listen to and discuss the importance of tonality after listening to examples of singers demonstrating ideal and undesirable tonality. • Through guided self exploration, students will discover modifiers affect tonality. • Students will listen to recordings of themselves singing concert repertoire and identify issues with intonation, and then come up with strategies to fix those problems. • Students will practice communicating a diagnosis and technique to fix it in an appropriate manner to others.	• Aural exercises (listening to and performing adjustment of vowel shape to change tonality) • Class discussion • Score markings • Vocabulary worksheet

Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.

Resources Provided:

- Teacher generated notes
- Various recorded examples of what is desirable and undesirable intonation
- Concert repertoire
- Piano



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Lesson Plan 2 Template					
Content Area:	Visual and Performing Arts	Lesson Title:	Diction	Time Frame:	20 minutes a day/60 days

Lesson Components

21st Century Themes

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

☑ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Health

Integration of Technology: Use of Garageband, various recordings

Equipment Needed: Piano, concert repertoire, appropriate choral recordings

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify and demonstrate crisp diction and open, free vowels. • Students will gain knowledge of IPA. • Students will correctly mark their scores using IPA.	Lesson Sequence • Discuss the importance of communicating a given text to the audience. • Listen to and discuss musical examples regarding diction & vowel shape. • Through a guided self exploration, students will discover the sensations and mechanisms associated with proper diction & open vowels. • Students will learn how to notate mixed vowels and mark their scores accordingly.	• Aural assessment (listening to and performing crisp diction) • Score marking • Class discussion regarding the technique of annunciating consonants and shaping vowels.

Differentiation:
Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.

Resources Provided:
- Piano
- Concert repertoire
- Teacher generated notes



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Lesson Plan 3 Template					
Content Area:	Visual and Performing Art	Lesson Title:	Dynamics and Expression	Time Frame:	On going

Lesson Components

21st Century Themes

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

☑ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Recordings of vital repertoire

Equipment Needed: laptop and iPads, teacher generated notes, musical recordings

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Discuss, demonstrate and practice singing varied dynamics (pp-ff) • Identify and discuss nonmusical examples of art that is dynamic and expression. • Apply singing techniques associated with dynamics to concert repertoire.	Lesson Sequence • Listen to specific pieces of music and discuss what makes them moving (or not). • Introduce and demonstrate dynamic terms. • Listen to the same pieces of music, focusing on its dynamics and relate that to the piece's expressiveness. • Using concert repertoire, identify what sections would be improved by the use of varied dynamics. • Perform those dynamics in the concert repertoire.	• Aural assessment (singing changing dynamics using vocal exercises and repertoire) • Class discussion of what technique is involved with changing dynamics • Score check

Differentiation:
Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together

Resources Provided:
- Teacher generated notes/diagrams
- Various musical examples



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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:	Visual and Performing Arts	**Grade Level:**	6-8	**Unit Title:**	Intonation & Blend, Diction & Expression
Created:	Ashley Bauers	**Board Approved on:**			



Unit Overview Template					
Content Area:	Visual and Performing Arts	**Grade Level:**	6-8	**Unit Title:**	Performance & Critique
Unit Summary: Students will perform rehearsed repertoire in a concert setting. Students will give and receive formal critique from peers, the teacher, and adjudicators.					
Primary Interdisciplinary Connections: Career Readiness					
21st Century Themes ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	The goal of this unit is to develop students' abilities to perform rehearsed repertoire in a concert setting and engage in both giving and receiving formal criticism from peers, the music teacher, and adjudicators. This experience is vital for students, as it combines practical performance skills with critical thinking and collaborative learning. By focusing on both the preparation and critique phases of the performance process, the unit enhances students' musical growth and interpersonal communication skills.				
Career Readiness:	9.2, 9.4				

Learning Targets	
Standards:	1.3C, 1.5, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, 6.1, 1.2
Content Statements:	Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products. Anchor Standard 4: Selecting, analyzing and interpreting work. Anchor Standard 6: Conveying meaning through art. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 9: Applying criteria to evaluate products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income Core Idea: Developing and implementing an action plan is an essential step for achieving one's personal and professional goals. Core Idea: Early planning can provide more options to pay for postsecondary training and employment. Core Idea: There are a variety of resources available to help navigate the career planning process. Core Idea: Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.

	Core Idea: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. Core Idea: Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work. Core Idea: Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations. Core Idea: Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest. Core Idea: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. Core Idea: The mode of information can convey a message to consumers or an audience. Core Idea: There are ethical and unethical uses of information and media. Core Idea: Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time. 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 Core Idea: Social and political systems have protected and denied human rights (to varying degrees) throughout time.
CPI#:	**Cumulative Progress Indicator (CPI):**
1.3C.12int.Cr2a	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
1.3C.12int.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
1.3C.12int.Cr3b	Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
1.3C.12prof.Re9a	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.

9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations

SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
1.2.8.Re7b	Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

Unit Essential Questions:

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

- How do we judge the quality of musical work(s) and performance(s)?
- How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
- How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?

Unit Enduring Understandings:

- Musicians' creative choices are influenced by their expertise, context and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- 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.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.
- An artist's appreciation of media artworks is influenced by their interests, experiences, understandings and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.

Unit Learning Targets:

Students will be able to identify, explain and demonstrate various dynamics and phrasing through use of articulation and breathing. Students will listen to a variety of genres of song, as well as performing many styles, in conjunction with class discussion on the origins of such music.



Evidence of Learning

Summative Assessment: 60 days

Equipment Needed: Piano, laptop with recording software such as GarageBand, concert repertoire, vocal exercise books, written and recorded examples of such genres as Renaissance, Classical, Jazz, Rhythm & Blues, Musical Theatre, American Folksongs and popular music, visual examples art from corresponding time periods.

Teacher Resources: www.musictheory.net, www.teoria.com, www.gmajormusictheory.org

Formative Assessments:

- Aural assessments while the student sings alone
- Aural assessments while the student sings in a group
- Checking scores to see that the student is making the correct markings
- Quiz on unit vocabulary

Lesson Plans

Lesson	Time Frame
Lesson 1 Being an audience member	20 minutes/60 days
Lesson 2 Creating a rubric for critique	20 minutes/60 days
Lesson 3 Evaluation	Ongoing

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

www.musictheory.net

www.teoria.com

www.gmajormusictheory.org

www.nafme.org

www.njmea.org

www.ascd.org



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Lesson Plan 1 Template					
Content Area:	Visual and Performing Arts	Lesson Title:	Being an Audience Member	Time Frame:	20 minutes/60 days

Lesson Components

21st Century Themes

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

☑ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Language Arts

Integration of Technology: Audio and/or visual Recordings of FMG Choir, JDHS Chorale, and professional rehearsals and performances.

Equipment Needed: Piano, concert repertoire, projection materials, appropriate recordings

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Discuss the objectives and benefits of being a courteous audience member. • Create a checklist of qualities of a good audience member.	Lesson Sequence • Introduce the concept of the audience member playing an active role in a performance. • View performances with both courteous and disruptive audiences. • Create a rubric for those behaviors necessary to be an attentive audience member.	• Class discussion based on rubric assessment • Spring concert performance • Essay reflection of concert, using the pre-concert writing prompt (goal setting)

Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together

Resources Provided:

- Teacher generated notes
- Appropriate recordings
- Concert repertoire
- Piano



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Lesson Plan 2 Template					
Content Area:	Visual and Performing Arts	Lesson Title:	Creating a Rubric for Critique	Time Frame:	20 minutes/60 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☑ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Language Arts

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Piano, concert repertoire, appropriate musical recordings

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a thoughtful rubric for critiquing a musical performance. • Use the rubric to critique both amateur and professional performances.	Lesson Sequence • Review the fundamental techniques for great singing. • Determine how to qualify those techniques. • Practice critiquing using the rubric by listening to examples showcasing poor and good technique. • Write a critique of the choir concert.	• Class discussion based on rubric assessment • Score marking • Essay reflection of concert, using the pre-concert writing prompt (goal setting)

Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.

Resources Provided:

- Piano
- Concert repertoire
- Teacher generated notes
- Rubric
- Appropriate recordings



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Lesson Plan 3 Template					
Content Area:	Visual and Performing Arts	Lesson Title:	Evaluation	Time Frame:	On going

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Language Arts

Integration of Technology: Utilizing laptop and iPads to research the physiology of breathing and vocal production.

Equipment Needed: laptop and iPads, teacher generated notes

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Record rehearsals for later critique. • Practice picking music for next year's choir based on vocal arrangement, difficulty.	Lesson Sequence • Record rehearsals for immediate written critique. • Discuss how to choose music for a well-rounded concert. • Students will pick music from the choral library and categorize it according to vocal arrangement and difficulty. • Students present mock choral repertoire to the class with justification for music.	• Class discussion and critique of rehearsal recordings using rubric • Written critique of a concert using language arts and singing rubrics.

Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.

Resources Provided:

- Teacher generated notes & diagrams
- Audio recording of concert



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Visual and Performing Arts **Grade Level:** 6-8 **Unit Title:** Performance & Critique

Created: Ashley Bauers **Board Approved on:**



Unit Overview Template					
Content Area:	Visual and Performing Arts	**Grade Level:**	6-8	**Unit Title:**	History & Professions, Style, Dynamics & Tempo
Unit Summary: Students will gain historical perspective that will foster an appreciation for the diversity of musical traditions and highlight how music reflects the values and societal trends of its time. Students will examine and discuss performance and non-performance based musical careers. Students will examine and demonstrate different contemporary musical styles and related tempo choices.					
Primary Interdisciplinary Connections: Social Studies, Career Readiness, Media Arts					
21st Century Themes ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	This unit aims to deepen students' understanding of music by examining the historical context, professional practices, stylistic characteristics, and expressive elements such as dynamics and tempo. Through this multifaceted approach, students will gain a holistic understanding of how music evolves, the roles musicians play in both historical and contemporary settings, and how stylistic elements shape musical expression and performance.				
Career Readiness:	9.2, 9.4				

Learning Targets

Standards: 1.3C, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, 6.1, 1.2

Content Statements:

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 3: Refining and completing products.

Anchor Standard 7: Perceiving and analyzing products.

Anchor Standard 8: Interpreting intent and meaning.

Anchor Standard 11: Relating artistic ideas and words within societal, cultural, and historical contexts to deepen understanding.

Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income

Core Idea: Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.

Core Idea: Early planning can provide more options to pay for postsecondary training and employment.

Core Idea: There are a variety of resources available to help navigate the career planning process.

Core Idea: Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.

Core Idea: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Core Idea: Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.

Core Idea: Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.

Core Idea: Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.

Core Idea: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Core Idea: The mode of information can convey a message to consumers or an audience.

Core Idea: There are ethical and unethical uses of information and media.

Core Idea: Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

Core Idea: Social and political systems have protected and denied human rights (to varying degrees) throughout time.

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

Core Idea: Social and political systems have protected and denied human rights (to varying degrees) throughout time.

CPI#:	Cumulative Progress Indicator (CPI):
1.3C.12int.Cr2a	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
1.3C.12int.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
1.3C.12int.Cr3b	Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
1.3C.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals

SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
1.2.8.Re7b	Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

Unit Essential Questions:

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do we discern the musical creators' and performers' expressive intent?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
- How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?

Unit Enduring Understandings:

- Musicians' creative choices are influenced by their expertise, context and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Through their use of elements and structures of music, creators and performers.

- Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing and responding.
- An artist's appreciation of media artworks is influenced by their interests, experiences, understandings and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.

Unit Learning Targets:
Students will be able to identify Jazz music and its specific influences, as well as its musical offspring (R&B, soul, rap, pop, etc.). Students will examine the many careers in the field of music outside of teaching and performing as a musician.

Evidence of Learning

Summative Assessment: 60 days

Equipment Needed: Piano, laptop with recording program such as GarageBand, concert repertoire, musical examples (listening & written)

Teacher Resources: www.musictheory.net, www.teoria.com, www.gmajormusictheory.org

Formative Assessments:

- Aural assessments while the student sings alone
- Aural assessments while the student sings in a group
- Quiz on unit vocabulary

Lesson Plans

Lesson	Time Frame
Lesson 1 History of American Contemporary Music	20 minutes/60 days
Lesson 2 Careers in the musical field	10 minutes/60 days
Lesson 3 Dynamics	10 minutes/60 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:
Click the links below to access additional resources used to design this unit:

www.musictheory.net
www.teoria.com
www.gmajormusictheory.org
www.nafme.org
www.njmea.org
www.ascd.org



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Lesson Plan 1 Template
Content Area: Visual and Performing Arts Lesson Title: History of American Contemporary Music Time Frame: 20 minutes/60 days
Lesson Components
21st Century Themes ☑Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy
21st Century Skills ☑Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy
Interdisciplinary Connections: Social Studies
Integration of Technology: Use of Garageband, musictheory.net
Equipment Needed: Piano, concert repertoire, appropriate musical examples

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Trace the musical and political path of influence from Europe, Africa and South America to the United States. • Identify the different types of Jazz, including Ragtime, Swing, Big Band, Bebop, Blues and a variety of more contemporary versions. • Understand the importance of improvisation to the Jazz genre.	Lesson Sequence • Define the terms used in this unit: Ragtime, Swing, Big Band, Bebop. • Listen to examples of each and discuss the evolution of the jazz sound. • Identify improvisation contextually, and attempt to describe the improvisational styles of some Jazz greats	• Guided listening worksheet • Aural exercises • Vocalized improvisation
Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.		
Resources Provided: • Teacher generated notes • Piano • Appropriate musical examples		



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Lesson Plan 2 Template
Content Area: Visual and Performing Arts Lesson Title: Careers in the Musical Field Time Frame: 10 minutes/60 days
Lesson Components
21st Century Themes
☑ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy
21st Century Skills
☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☐ Information Literacy
☑ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy
Interdisciplinary Connections: Career Readiness
Integration of Technology: Use of Garageband, musictheory.net
Equipment Needed: Piano, concert repertoire, "Sing on Sight" exercise books, appropriate choral recordings

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify performance and non-performance based careers. • Generate questions for the interview subject. • Summarize the interview and draw reasonable conclusions in an essay form.	Lesson Sequence • Discuss various musical careers as a class. • Students will spend time independently researching musical careers that interest them. • Students will reach out to at least 3 professionals in a musical field for the purpose of arranging an interview. • Students will submit a list of interview questions for approval. • Students will conduct the interview in person, over the phone, or via email, etc. • Students will write a summative essay. • Students will send a copy of said essay, along with a thank you note, to the subject of the interview.	• Interview questions • Summative essay

Differentiation:

Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.

Resources Provided:

- "Sing on Sight" exercise book
- Piano
- Concert repertoire
- Teacher generated notes



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Lesson Plan 3 Template					
Content Area:	Visual and Performing Arts	Lesson Title:	Dynamics	Time Frame:	20 minutes a day/60 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Piano, concert repertoire, "Sing on Sight" exercise books

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify and perform commonly used dynamics. • Discuss the motivation behind the use of dynamics in concert repertoire.	Lesson Sequence • Discuss the motivation behind the use of dynamics in concert repertoire. • Invite students to identify and mark the given dynamics in the scores of concert repertoire. • Play vocal and instrumental examples of each dynamic and discuss the effect of those dynamics on the listener. • Practice dynamic contrast through vocalizations. Discuss the physiological components of producing a pianissimo as opposed to a fortissimo. • Apply that knowledge and flexibility to concert repertoire.	• Vocabulary worksheet • Aural exercises (listening to, identifying and singing dynamic range) • Class discussion regarding technique involved with singing varied dynamics • Score markings

Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together

Resources Provided:

- Teacher generated notes
- "Sing on Sight" exercise book
- Concert repertoire
- Piano
- Listening and score examples of music which illustrates contrasting dynamics



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

Curriculum Design Template

Content Area: Visual and Performing Arts **Grade Level:** 6-8 **Unit Title:** History & Professions, Style, Dynamics & Tempo

Created: Ashley Bauers **Board Approved on:**



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Unit Overview Template

Content Area:	Visual and Performing Arts	**Grade Level:**	6-8	**Unit Title:**	Improvisation & Composition, Preparation & Evaluation

Unit Summary: Students will engage in exercises designed to enhance their knowledge of improvisational and compositional techniques, as well as increase their confidence in expressing themselves musically. Students will reflect upon their personal and group progress throughout the year, and begin to set goals and review repertoire for the coming year.

Primary Interdisciplinary Connections: Language Arts

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

Unit Rationale:	This unit focuses on the development of key musical skills such as improvisation, composition, preparation, and evaluation. By exploring both the creative and reflective aspects of music-making, students will not only enhance their ability to generate original musical ideas but also learn the importance of effective preparation and constructive self-assessment. This combination of skills will help students build a comprehensive approach to their musical development, fostering creativity, critical thinking, and performance readiness.
Career Readiness:	9.2, 9.4

Learning Targets

Standards: 1.3C, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, LA.W.8

Content Statements:

Anchor Statement 3: Refining and completing products.

Anchor Statement 4: Selecting, analyzing and interpreting work.

Anchor Statement 5: Developing and refining techniques and models or steps needed to create products.

Anchor Statement 6: Conveying meaning through art.

Anchor Statement 9: Applying criteria to evaluate products.

Anchor Statement 10: Synthesizing and relating knowledge and personal experiences to create products.

Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income.

Core Idea: Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.

Core Idea: Early planning can provide more options to pay for postsecondary training and employment.

Core Idea: There are a variety of resources available to help navigate the career planning process.

Core Idea: Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.

Core Idea: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Core Idea: Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.

Core Idea: Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.

Core Idea: Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.

Core Idea: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Core Idea: The mode of information can convey a message to consumers or an audience.

Core Idea: There are ethical and unethical uses of information and media.

Core Idea: Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

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

LA.W.8.1: Write arguments to support claims with clear reasons and relevant evidence.

CPI#:	Cumulative Progress Indicator (CPI):
1.3C.12int.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
1.3C.12int.Cr3b	Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
1.3C.12prof.Re9a	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.

9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
9.4.8.TO.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
LA.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Unit Essential Questions:

- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?

- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?

Unit Enduring Understandings:

- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge
- to create, perform, and respond.

Unit Learning Targets:

Students will be able to identify, explain and demonstrate proper technique during practice and performance.



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Evidence of Learning	
Summative Assessment:	60 days
Equipment Needed:	Piano, laptop with recording program such as GarageBand, concert repertoire, vocal exercise books, appropriate musical recordings and scores
Teacher Resources:	www.musictheory.net, www.teoria.com, www.gmajormusictheory.org

Formative Assessments:

- Aural assessments while the student sings alone
- Aural assessments while the student sings in a group
- Checking scores to see that the student is making the correct markings
- Written analysis of performance in standard 5 paragraph essay form

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Improvisation & Composition	20 minutes/60 days
Lesson 2 Creating a rubric for critique	20 minutes/60 days
Lesson 3 Evaluation	Ongoing

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

www.musictheory.net

www.teoria.com

www.gmajormusictheory.org

www.nafme.org

www.njmea.org

www.ascd.org



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Lesson Plan 1 Template					
Content Area:	Visual and Performing Arts	Lesson Title:	Improvisation and Composition	Time Frame:	20 minutes/60 days

Lesson Components

21st Century Themes

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

☑ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Social Studies

Integration of Technology: Use of GarageBand to record and critique compositions and improvisations.

Equipment Needed: Laptop/iPads, teacher generated notes, listening examples, manuscript paper

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify the various styles of Jazz music. • Explore the differences between a traditional tonal and blues scale. • Dissect a 12 bar blues bass line. • Improvise over composition for an audience.	Lesson Sequence • Listen to examples of Jazz music, in chronological order, focusing on bass line and progression. • Demonstrate how to write a 12 bar blues bass line, mapping the possible progression choices as a class. • Listen again to recordings, this time focusing on improvisation. Students should reflect independently, addressing such factors as tone quality, swung rhythms and overall effect of musicianship. • Working in small groups, improvise vocally over that walking bass line. Record into Garageband.	• Written reflections • Folder check for class notes • Blues progression • Improvisation

Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.

Resources Provided:

- Teacher generated notes & diagrams
- Appropriate listening examples
- Manuscript paper



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Lesson Plan 2 Template					
Content Area:	Visual and Performing Arts	Lesson Title:	Creating a Rubric for Critique	Time Frame:	20 minutes/60 days

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☑ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Language Arts

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Piano, concert repertoire, appropriate musical recordings

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a thoughtful rubric for critiquing a musical performance. • Use the rubric to critique both amateur and professional performances.	Lesson Sequence • Review the fundamental techniques for great singing. • Determine how to qualify those techniques. • Practice critiquing using the rubric by listening to examples showcasing poor and good technique. • Write a critique of the choir concert.	• Class discussion based on rubric assessment • Score marking • Essay reflection of concert, using the pre-concert writing prompt (goal setting)

Differentiation:
Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.

Resources Provided:

- Piano
- Concert repertoire
- Teacher generated notes
- Rubric
- Appropriate recordings



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Lesson Plan 3 Template					
Content Area:	Visual and Performing Arts	Lesson Title:	Evaluation	Time Frame:	On going

Lesson Components

21st Century Themes

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

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Language Arts

Integration of Technology: Utilizing laptop and iPads to research the physiology of breathing and vocal production.

Equipment Needed: laptop and iPads, teacher generated notes

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Record rehearsals for later critique. • Practice picking music for next year's choir based on vocal arrangement, difficulty.	Lesson Sequence • Record rehearsals for immediate written critique. • Discuss how to choose music for a well-rounded concert. • Students will pick music from the choral library and categorize it according to vocal arrangement and difficulty. • Students present their mock choral repertoire to the class with justification for music.	• Class discussion and critique of rehearsal recordings using rubric • Written critique of a concert using language arts and singing rubrics.

Differentiation: Choice of activities, exploration by interest, flexible grouping, goal setting with students, mini workshops to re-teach or extend skills, open-ended activities, use of collaboration of various activities, varied supplemental materials, work alone/together.

Resources Provided:

- Teacher generated notes & diagrams
- Audio recording of concert



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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: Visual and Performing Arts **Grade Level:** 6-8 **Unit Title:** Improvisation & Composition, Preparation & Evaluation

Created: Ashley Bauers **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



SPRINGFIELD PUBLIC SCHOOLS

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

Accommodations and Modifications for ESL Students

Give tests orally
Give instructions/directions in writing and orally
Assign a peer tutor, same language or English speaking
Allow use of bilingual/translation dictionary
Provide summaries of text or study guides of particular chapters
Allow errors in speaking
Allow errors in writing
Accept writing in first language
Highlight key vocabulary
Reduce amount of work required
Assess comprehension through demonstration or other alternative means (gestures, drawings)
Rephrase questions, directions, and explanations
Reduce multiple choices on assessments
Provide study guides and/ or outlines
Shorten reading assignments
Allow extended time for test/project completion
Use of audio books
Use of graphic organizers
Use reduced text, so that print is not dense
Use visuals/pictures throughout lesson/unit/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.