

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

Springfield Public Schools
Springfield, New Jersey 07081

JDHS Beginning String Ensemble
Grade 9-12

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

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
Springfield, New Jersey

Dr. Rachel Goldberg
Superintendent of Schools

Erica Scudero
Assistant Superintendent

Curriculum Developed By:

Dr. Norman Francis ~ Principal

Ashley Bauers ~ Coordinator of Visual, Performing, & Practical Arts

David S. Hilton ~ Teacher

Introduction

This template is the product of an initiative led by the New Jersey Department of Education, Office of Academic Standards, in partnership with the New Jersey Association for Supervision and Curriculum Development (NJASCD) and the New Jersey Principals and Supervisors Association (NJPSA). The project was undertaken with the assistance of New Jersey content area supervisors, curriculum coordinators, and teachers during spring-summer 2009. The goal of the project was to design exemplar unit plans and accompanying lesson plans aligned with the New Jersey Student Learning Standards that may be used by districts as models for the development of local curricula.

The Unit Overview Template, which follows, is a tool that can help districts define one unit plan of several that comprise a specific course in the curriculum for any content area. It is designed, once completed, to summarize the content and objectives for the unit, outline lessons and assessments that support the unit, and provide links to documents that facilitate delivery of the unit, such as student materials, background information, resources, and performance rubrics. To see how the units fit together in the design of a course, see the Curriculum Design Template included at the end of this document.

Seven content area Unit Overviews were created as part of the project to serve as exemplar unit plans that are aligned with the New Jersey Student Learning Standards and that assist in achieving the goal of engaging students, fostering achievement, and cultivating 21st century global skills. The units stress the integration of 21st century themes and skills, global perspectives, technology, and cross-curricular connections.

We encourage districts to use the exemplars in conjunction with the curriculum development tools and templates that emanated from this project as models for teaching and learning based on the New Jersey Student Learning Standards.



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Unit Overview Template					
Content Area:	Performing Arts	**Grade Level:**	9-12	**Unit Title:**	Note & Rhythm Reading
Unit Summary: The goal of this module is for the student to be able to read basic notes & rhythms.					
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:	In preparation for a performance, students will work on note reading of whole, half, quarter, eighth, and sixteenth notes, and one octave scales and arpeggios. This knowledge, along with the demonstration of these concepts, will enhance their musicianship and prepare them for eligibility for auditioned enrollment into the advanced string ensemble class.				
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 7: Perceiving and analyzing products. Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. 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: The decisions one makes can influence an individual's growth and development in all dimensions of wellness.
CPI#:	**Cumulative Progress Indicator (CPI):**
1.3.C.1prof.Cr1a	Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
1.3C.12prof.Cr2a	Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.

1.3C.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions.
SEL.PK-12.5.1	Establish and maintain healthy relationships.
2.1.12.PGD.2	Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social,l and emotional stages of early adulthood.

Unit Essential Questions:

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

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.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context.

Unit Learning Targets:

Students will...

- Identify, explain, and demonstrate correct notes and basic rhythms.

Evidence of Learning

Summative Assessment: 60 days

Equipment Needed: Instruments, music, teacher generated method worksheets, iPad

Teacher Resources: Instruments, music, teacher generated method worksheets, iPad

Formative Assessments:

- Teacher Observation
- Recorded Samples
- Solo/Group Performance
- Tests/Quizzes

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Sight Reading	20 days
Lesson 2 Read reading	20 days
Lesson 3 Rhythm Reading	20 days

Teacher Notes:

L1: Students will sight-read concert repertoire.
L2: Students will rehearse small sections of music in detail.
L3: Students will review and clarify the rhythm of music passages.

Curriculum Development Resources/Technology Resources:

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

www.musictheory.net
www.metronomeonline
www.violinonline.com,
www.celloonline.com,
www.bassonline.com



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Lesson Plan 1 Template
Content Area: Performing Arts Lesson Title: Sight Reading Time Frame: 20 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: GarageBand, internet, sound recordings, iPad
Equipment Needed: Instruments, scores, teacher-generated method worksheets, iPad

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify note/rhythm reading. • Recognize the elements of the music. • Demonstrate emerging skills through performance in lessons. • Discuss and demonstrate relevant vocabulary as it relates to the instrument and repertoire.	Lesson Sequence 1. Practice beginning scales 2. Identifying time & key signatures. 3. Reading music notes. 4. Counting rhythm. 5. Practice music. 6. Perform music solo/group. 7. Research and discuss the cultural significance and historical relevance of the selected repertoire.	• Teacher Observation • Recording Samples • Lessons/Performance
Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.		
Resources Provided: • Sheet Music • Teacher generated method worksheets • Scales • Folders • iPad		



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Lesson Plan 2 Template
Content Area: Visual Performing Arts Lesson Title: Note Reading Time Frame: 20 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: GarageBand, internet, sound recording, iPad
Equipment Needed: Instruments, music, teacher generated method worksheets, iPad

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand the scale used for the piece of music. • Identify the key. • recognize intervals. • Identify the melodic phrases.	Lesson Sequence 1. Play the scale needed for repertoire. 2. Identify the key signature. 3. Listen for interval intonation. 4. Practice a phrase of music with repetition. 5. Perform music solo/group 6. Research and discuss the cultural significance and historical relevance of the selected repertoire.	• Recording samples • Performance in class • Teacher observations
Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, and assessments will be written, verbal, and/or recorded.		
Resources Provided: • Sheet Music • Teacher-generated method handouts • Scales • Folder • iPad		



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Lesson Plan 3 Template
Content Area: Visual Performing Arts Lesson Title: Rhythm Reading Time Frame: 20 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: GarageBand, internet, sound recording, iPad
Equipment Needed: Instruments, music, teacher-generated method worksheets, iPad

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify the time signature. • Identify and accurately perform the rhythmic value of simple rhythmic phrases	Lesson Sequence 1. Play the scale needed for repertoire. 2. Read the piece's time signature. 3. Play the rhythm of the music on a neutral note. 4. Count the rhythms verbally. 5. Practice playing music alone. 6. Perform music solo/group. 7. Research and discuss the cultural significance and historical relevance of the selected repertoire.	• Recording samples • Informal Performance • Teacher observation
Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, and assessments will be written, verbal, and/or recorded.		
Resources Provided: • Sheet Music • Teacher-generated method worksheets • Scales • folder • iPad		



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Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Performing Arts	**Grade Level:**	9-12	**Unit Title:**	Note & Rhythm Reading
Created:	David Hilton	**Board Approved on:**	Type Here		



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Unit Overview Template					
Content Area:	Performing Arts	**Grade Level:**	9-12	**Unit Title:**	Dynamics, Tempo, & Articulation
Unit Summary: The goal of this module is for the student to be able to identify and understand the various terms related to dynamics, *tempi*, and articulation found in 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:	In preparation for a performance, students will comprehend and implement the use of dynamics, *tempi*, and articulation found in music. These basics include the dynamic range *pianissimo- fortissimo*, various common *tempi* (*allegro, presto, moderato, largo)*, and articulations such as *staccato, legato, fermata,* slur, slide). This knowledge, along with the demonstration of these concepts, will enhance their musicianship and prepare them for eligibility for auditioned enrollment into the advanced string ensemble class.				
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 8: Interpreting intent and meaning Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. 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: The decisions one makes can influence an individual's growth and development in all dimensions of wellness.
CPI#:	**Cumulative Progress Indicator (CPI):**
1.3C.12prof.Re8a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices.
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social, and emotional life.

Unit Essential Questions:

- 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?

Unit Enduring Understandings:

- 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.

Unit Learning Targets:

Students will...

- perform basic dynamics, *tempi*, and articulation.



Evidence of Learning
Summative Assessment: 60 days **Equipment Needed:** Instruments, Music, teacher-generated method worksheets, iPad. **Teacher Resources:** Instruments, Music, worksheets, iPad
Formative Assessments: • Teacher Observation • Recorded Samples • Solo/Group Performance • Tests/Quizzes

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Dynamics	20 days
Lesson 2 Tempo	20 days
Lesson 3 Articulation	20 days
Teacher Notes: L1 Students will demonstrate dynamics for each piece of concert repertoire. L2 Students will work through tempi, by identifying those markings in their scores and then using a metronome during their practice to instill accuracy. L3 Students will identify and demonstrate the desired articulation for repertoire, ie. *staccato*, *legato*, accents.	
Curriculum Development Resources/Technology Resources: *Click the links below to access additional resources used to design this unit:* www.musictheory.net www.metronomeonline www.violinonline.com www.celloonline.com, www.bassonline.com	



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Lesson Plan 1 Template	
Content Area: Performing Arts Lesson Title: Dynamics	Time Frame: 20 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: GarageBand, metronomeonline, musictheory.net, iPad.

Equipment Needed: Instruments, music, teacher generated method worksheets, iPad.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify and perform the dynamics in the music. • Discuss the vocabulary as it relates to the dynamics. • Demonstrate the dynamics in the music by playing them accurately.	Lesson Sequence 1. Learn/review Italian/English terms. 2. Practice scale with dynamic structure. 3. Practice the music with a focus on dynamics 4. Perform music solo/group.	• Recording samples • Informal performance • Teacher observation

Differentiation: Students will be taught and evaluated periodically on individual and collaborative work efforts, and assessments will be written, verbal, and/or recorded.

Resources Provided:

- Sheet Music
- Teacher-generated method worksheets
- Scales
- Folder
- iPad



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Lesson Plan 2 Template	
Content Area: Performing Arts Lesson Title: Tempo	Time Frame: 20 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: GarageBand, internet, sound recording, metronome, iPad.

Equipment Needed: Instruments, music, teacher-generated method worksheets, iPad

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • recognize and explain the English/Italian terms for *tempo* and meter.	Lesson Sequence 1. Learn/review tempo terms and practice repertoire using a metronome. 2. Practice a scale with a metronome. 3. Find a slower tempo to practice the music with a steady beat. 4. Gradually increase the tempo of the song to understand the tempo written. 5. Perform music solo/group.	• Recording samples • Informal performance • Teacher observations

Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.

Resources Provided:

- Sheet Music
- Teacher-generated method worksheets
- Scales
- Folder
- iPad



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Lesson Plan 3 Template	
Content Area: Performing Arts Lesson Title: Articulation	Time Frame: 20 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: GarageBand, internet, sound recording, metronome, iPad.

Equipment Needed: Instruments, music, teacher-generated method worksheets, iPad.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Analyze the articulation throughout the music.	Lesson Sequence 1. Define articulation terms: *staccato, legato,* accents. 2. Demonstrate articulation. 3. Students will practice repertoire with a focus on articulation. 4. Perform music solo/group.	• Recording samples • Informal performance • Teacher observation

Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.

Resources Provided:

- Sheet Music
- Teacher generated method worksheets
- Scales
- Folder
- iPad



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Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Performing Arts	**Grade Level:**	9-12	**Unit Title:**	Dynamics, Tempo, & Articulation
Created:	David Hilton	**Board Approved on:**	Type Here		



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Unit Overview Template			
Content Area: Performing Arts	**Grade Level:** 9-12	**Unit Title:** Bowing	
Unit Summary: The goal of this module is for the student to understand how phrasing works.			
Primary Interdisciplinary Connections: Media Arts, Social Studies, Career Readiness			
21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy			
Unit Rationale: In preparation for a performance, students will comprehend and implement the use of bow phrasing and articulation found in the repertoire. This knowledge, along with the demonstration of simple bowing technique, will enhance their musicianship and prepare them for eligibility for auditioned enrollment into the advanced string ensemble class.			
Career Readiness: 9.2, 9.4			

Learning Targets	
Standards:	1.2, 1.3C, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, 6.1
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 7: Perceiving and analyzing products. Core Idea: An individual's income and benefit needs and financial plan can change over time. Core Idea: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills Core Idea: To better understand the historical perspective, one must consider historical context.
CPI#:	**Cumulative Progress Indicator (CPI):**
1.2.12prof.Re7b	Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues, including climate change.
1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of the theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context 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.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations.
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions.
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
6.1.12.HistoryUP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.

Unit Essential Questions:

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

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.

Unit Learning Targets:

Students will...

- identify, explain, and demonstrate proper phrasing, bow placement, as well as the following articulations: accents, *marcato*, *legato*, and *staccato*.



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Evidence of Learning
Summative Assessment: 60 days **Equipment Needed:** Instruments, music, teacher generated method worksheets, iPad. **Teacher Resources:** Instruments, music, teacher generated method worksheets, iPad.
Formative Assessments: • Teacher Observation • Recorded Samples • Solo/Group Performance • Tests/Quizzes

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Bow Direction	20 days
Lesson 2 Slurs & Ties	20 days
Lesson 3 Bow Phrasing & Articulation	20 days
Teacher Notes: L1 Students will demonstrate correct down bow, up bow and lifting when playing through concert repertoire. L2 Students will play slurs and ties in concert repertoire with rudimentary bow direction. L3 Students will clarify bow playing & position of bow for *marcato, staccato, legato,* accents found in concert repertoire.	
Curriculum Development Resources/Technology Resources: *Click the links below to access additional resources used to design this unit:* www.musictheory.net www.metronomeonline www.violinonline.com, www.celloonline.com, www.bassonline.com	



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Lesson Plan 1 Template
Content Area: Performing Arts Lesson Title: Bow Direction Time Frame: 20 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: GarageBand, online metronome, musictheory.net, iPad
Equipment Needed: Instruments, music, teacher generated method worksheets, iPad

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate *arco* and *pizzicato*. • Identify down rudimentary bowing technique.	Lesson Sequence 1. Explain Italian terms *arco* and *pizzicato*. 2. Teacher demonstrates techniques. 3. Practice bowing with a beginning scale. 4. Read and write in symbols where needed, down and up bow in music. 5. Students will practice bow direction techniques as they pertain to concert repertoire. 6. Perform music solo/group.	• Recording samples • Performance • Teacher observation
Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.		
Resources Provided: • Sheet Music • Method Book • Scales • Folder • iPad		



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Lesson Plan 2 Template	
Content Area: Performing Arts	Lesson Title: Slurs & Ties — Time Frame: 20 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: GarageBand, internet, sound recording, metronome, iPad.

Equipment Needed: Instruments, music, teacher generated method worksheets, iPad.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate slurs. • Identify the rhythmic effect of ties. • Perform slurs and ties accurately.	Lesson Sequence 1. Teacher demonstrates and explains slurs. 2. Practice slurring with scale. 3. Students perform bowing of the slurring of the music. 4. Teacher demonstrates & explains a tie. 5. Students count the rhythm of a tie. 6. Perform music solo/group.	• Recording samples • Informal performance • Teacher observations

Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.

Resources Provided:

- Sheet Music
- Teacher generated method worksheets
- Scales
- Folders
- iPad



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Lesson Plan 3 Template
Content Area: Performing Arts Lesson Title: Bow Articulation & placement Time Frame: 20 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: GarageBand, internet, sound recording, metronome, iPad.
Equipment Needed: Instruments, music, teacher generated method worksheets, iPad.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand bow placement. • Demonstrate bow articulation.	Lesson Sequence 1. Define terms *marcato, legato, staccato.* 2. The teacher demonstrates bow placement to perform these articulations in music. 3. Practice articulation with scale. Students will collaborate to troubleshoot bowing issues. 4. Students watch videos on bowing techniques 5. Perform music solo/group.	• Recording samples • Informal performance • Teacher observation
Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.		
Resources Provided: • Music • Teacher generated method worksheets • Scales • Folders • iPad		



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

Curriculum Design Template					
Content Area:	Performing Arts	**Grade Level:**	9-12	**Unit Title:**	Bowing
Created:	David Hilton	**Board Approved on:**	Type Here		



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Unit 1 Overview Template					
Content Area:	Performing Arts	**Grade Level:**	9-12	**Unit Title:**	Intonation, Form, Phrasing
Unit Summary: The goal of this module is for the student to be able to read basic notes & rhythms.					
Primary Interdisciplinary Connections: Visual Art, Social Studies, Career Readiness					
21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	In preparation for a performance, students will understand and implement musical form, phrasing, & intonation through intervals. This knowledge, along with the demonstration of these concepts, will enhance their musicianship and prepare them for eligibility for auditioned enrollment into the advanced string ensemble class.				
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, 1.5, 6.1
Content Statements:	Anchor Standard 3: Refining and completing products. Anchor Standard 6: Conveying meaning through art. Core Idea: Understanding income involves an analysis of payroll taxes, deductions and earned benefits. Core Idea: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills Core Idea: Advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living.
CPI#:	**Cumulative Progress Indicator (CPI):**
1.3C.12prof.Cr3a	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
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.
9.2.12.CAP.18	Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
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-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.
6.1.12.EconNM.7.a	Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.

Unit Essential Questions:

- How do musicians improve the quality of their creative work?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Unit Enduring Understandings:

- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Unit Learning Targets:

Students will...

- explain the form of a piece of music, apply active listening, and blend in ensemble playing.



Evidence of Learning
Summative Assessment: 60 days **Equipment Needed:** Instruments, music, teacher generated method worksheets, iPad. **Teacher Resources:** Instruments, music, teacher generated method worksheets, iPad.
Formative Assessments: • Teacher Observation • Recorded Samples • Solo/Group Performance • Tests/Quizzes

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Tuner	20 days
Lesson 2 Interval Ear Training	20 days
Lesson 3 Interval Theory	20 days
Teacher Notes: L1 Students will learn to use a tuner as it applies to practice sessions. L2 Students will begin ear training through song recognition and/or solfege. L3 Students will learn to read interval spacing and interval theory as it pertains to the score.	
Curriculum Development Resources/Technology Resources: *Click the links below to access additional resources used to design this unit:* www.musictheory.net www.metronomeonline www.violinonline.com www.celloonline.com www.bassonline.com	



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Lesson Plan 1 Template
Content Area: Performing Arts Lesson Title: Tuning Time Frame: 20 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: GarageBand, online metronome, musictheory.net, iPad.
Equipment Needed: Instruments, music, teacher generated method worksheets, iPad.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate the use of a tuner. • learn the basics of sound frequency (i.e., A4=440 hertz, higher frequency vibrance results in higher pitch) • aurally and visually identify P4, P5, P8 intervals.	Lesson Sequence 1. Classes go to GarageBand tuner or tuner online, or show them a tuner. 2. Tune the instrument with a tuner. 3. Practice scale with tuner. 4. Discuss and experiment with sound frequency. 5. Teach the perfect intervals. 6. Students read/listen for P4, P5, P8 intervals in recordings and live in class. Discuss refined practice techniques regarding intonation tools. 7. Perform music solo/group	• Recording samples • Informal performance • Teacher observation
Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.		
Resources Provided: • Sheet Music • teacher generated method worksheets • Scales • Folders • iPad		



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Lesson Plan 2 Template	
Content Area: Performing Arts Lesson Title: Ear Training	Time Frame: 20 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: GarageBand, internet, sound recording, tuner, iPad.	
Equipment Needed: Instruments, music, teacher generated method worksheets, iPad.	

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Aurally and visually identify intervals (m2, M2).. • Analyze intervals used in music.	Lesson Sequence 1. Explain intervals through song identification. 2. Go to interval trainer on www.musictheory.net. 3. Teach demonstrates accurate playing intervals in studied scores. 4. Practice listening for M2, m2 in scale 5. Students use various techniques to accurately play introduced intervals. 6. Perform music solo/group.	• Recording samples • Informal performance • Teacher observations
Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.		
Resources Provided: • Music • teacher generated method worksheets • Scales • Folder		



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Lesson Plan 3 Template	
Content Area: Performing Arts Lesson Title: Interval Theory	Time Frame: 20 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: GarageBand, online tuner, iPad.

Equipment Needed: Instruments, music, teacher generated method worksheets, iPad

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Recognize interval reading. • Aurally and visually identify intervals (m3, M3). • learn interval theory. • Analyze intervals in music.	Lesson Sequence 1. Specifically break down reading scales in whole, 1/2 steps 2. Go to intervals trainer www.musictheory.net and read intervals 3. Practice Scale reading for M3, m3 4. Read and analyze intervals in music 5. Perform music while reading and listening to intervals intonation.	• Recording samples • Performance • Teacher observation

Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.

Resources Provided:

- Sheet Music
- Method Books
- Scales
- Folders
- iPad



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Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Performing Arts	**Grade Level:**	9-12	**Unit Title:**	Intonation, Form, Phrasing
Created:	David Hilton	**Board Approved on:**	Type Here		



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Unit 1 Overview Template					
Content Area:	Performing Arts	**Grade Level:**	9-12	**Unit Title:**	Performance & Critique
Unit Summary: Students will demonstrate command of the music learned thus far in performance, as well as demonstrate understanding of how to provide meaningful critique of oneself and of others.					
Primary Interdisciplinary Connections: Music Theory/Composition, 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:	In preparation for a concert or career in music, it is necessary for students to actively listen to and observe visual/audio performances in live and recorded environments. Students will learn to record using music technology, listen to and observe visual/audio live performances, and/or recording sessions. This knowledge, along with the demonstration of these concepts, will enhance their musicianship and prepare them for eligibility for auditioned enrollment into the advanced string ensemble class.				
Career Readiness: 9.2, 9.4					

Learning Targets	
Standards:	1.3C, 1.3B, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, LA.W
Content Statements:	Anchor Standard 9: Applying criteria to evaluate products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Core Idea: There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals. Core Idea: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills Writing Domain
CPI#:	**Cumulative Progress Indicator (CPI):**
1.3C.12prof.Re9	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
9.2.12.CAP.21	Explain low-cost and low-risk ways to start a business.

9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
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-12.3.2	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices.
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

Unit Essential Questions:

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

Unit Enduring Understandings:

- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Unit Learning Targets:

Students will...

- proficiently perform their concert music, demonstrate an understanding of a meaningful critique,and demonstrate correct performance of all major scales as they appear in the repertoire.



Evidence of Learning

Summative Assessment: 60 days

Equipment Needed: Instruments, music, teacher generated method worksheets, iPad.

Teacher Resources: Instruments, music, teacher generated method worksheets, iPad.

Formative Assessments:

- Teacher Observation
- Recorded Samples
- Solo/Group Performance
- Tests/Quizzes

Lesson Plans

Lesson	Time Frame
Lesson 1 Musicianship	20 days
Lesson 2 Recording Careers	20 days
Lesson 3 History/Cultural Significance	20 days

Teacher Notes:

L1 Students will learn how beginning scales relate to concert repertoire.

L2 Students will learn how to create a successful recording of oneself and outline a rubric for critique.

L3 Students will research the historical and cultural significance of repertoire, and synthesize how that affects musical expression.

Curriculum Development Resources/Technology Resources:

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

www.musictheory.net
www.metronomeonline
www.violinonline.com
www.celloonline.com
www.bassonline.com



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Lesson Plan 1 Template
Content Area: Performing Arts Lesson Title: Scales and musicianship Time Frame: 20 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: GarageBand, online metronome, musictheory.net, iPad.
Equipment Needed: Instruments, music, teacher generated method worksheets, iPad.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate understanding of the correct scale as it applies to repertoire. • Demonstrate understanding of how to identify a scale pattern in music. • proficiently perform the scales. • Demonstrate concert etiquette and musicianship.	Lesson Sequence 1. Warmup: long tone and scale. 2. Discuss the qualities of a major scale. 3. Describe the intervallic components of a scale. Write out a scale, identifying half steps and whole steps. 4. Look through concert music and identify scale passages. 5. Discuss how we display good concert etiquette and musicianship.	• Recording samples • Formal performance • Teacher observation
Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.		
Resources Provided: • Sheet Music • teacher generated method worksheets • Scales • Folders • iPad		



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Lesson Plan 2 Template
Content Area: Performing Arts Lesson Title: Concert Performance Time Frame: 20 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: GarageBand, internet, sound recording, tuner, iPad.
Equipment Needed: Instruments, music, teacher generated method worksheets, iPad.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • proficiently perform all concert music. • Demonstrate proper audience behavior and participation. • Record performances for critique.	Lesson Sequence 1. Students set up the stage for the performance, demonstrating knowledge of how the orchestra is arranged. 2. Perform concert music, rehearse staging and placement for ensembles, and soloists. 3. Students in the audience are asked to observe the requirements of the audience rubric. 4. Discuss rehearsal, using the rubric as a guide. 5. Record performance for critique.	• Recording samples • Formal performance • Teacher observations • Recording Assessment
Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.		
Resources Provided: • Music • teacher generated method worksheets • Scales • Folder • iPad		



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Lesson Plan 3 Template
Content Area: Performing Arts Lesson Title: Critique/History Time Frame: 20 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: GarageBand, Quizlet, iPad.
Equipment Needed: Instruments, music, teacher generated method worksheets, iPad.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate understanding of proper critique methods. • Demonstrate understanding of the importance of critique. • Respectfully critique their work and the work of others. • Research the history of the piece and the composer.	Lesson Sequence 1. Listen to the recording of the performance. 2. Students will write 3 positive and negative critiques. 3. Discuss the areas for improvement in the performance. Relate those critiques to auditions for the Advanced String Ensemble. 4. Discuss the historical significance of the piece.	• Recording samples • Formal performance • Teacher observation
Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.		
Resources Provided: • Sheet Music • teacher generated method worksheets • Scales • Folders • iPad		



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Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Performing Arts	**Grade Level:**	9-12	**Unit Title:**	Performance & Critique
Created:	David Hilton	**Board Approved on:**	Type Here		



SPRINGFIELD PUBLIC SCHOOLS

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

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

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

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule

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.

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Gifted and Talented Identification Criteria

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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

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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.