



# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

DEPARTMENT: Visual and Performing Arts COURSE: Music, Grade K-4

## **Curriculum Development Timeline**

**School:** Township of Ocean Elementary Schools

**Course:** Music, Grade K-4

**Department:** Visual and Performing Arts

Board Approval	Supervisor	Notes
August 2009	Doreen Ryan	Born Date
March 2019	Doreen Ryan	Review
August 2021	Melissa Lopusznick	Revision

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DEPARTMENT: Visual and Performing Arts COURSE: Music, Grade K-4

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Concepts: The Creative Process: Elements and Principles of Music	21	Concept Skills: Musical Theatre Ensemble
2	Concepts: The Creative Process: Elements and Principles of Music	22	Concept Skills: Musical Theatre Playing
3	Concepts: The Creative Process: Rhythms of Music	23	Concept Skills: Musical Theatre Body Percussion
4	Concepts: The Creative Process: Steady Beat of Music	24	Concept Skills: Musical Theatre Instruments
5	Concepts: The Creative Process: Visual Symbols of Music	25	Concept Skills: Musical Theatre- Moving
6	Concepts: The Creative Process: Pitch/Melody of Music	26	Concept Skills: Musical Theatre- Choreography
7	Concepts: The Creative Process: High and Low Pitch of Music	27	Concept Skills: Musical Theatre- Interpretive Dance
8	Concepts: The Creative Process: Melodic Direction of Music	28	Concept Skills: Musical Theatre Listening
9	Concepts: The Creative Process: Dynamics of Music	29	Concept Skills: Musical Theatre Listening Skills
10	Concepts: The Creative Process: Loud and Soft	30	Concept Skills: Critique Methodologies
Week	Marking Period 2	Week	Marking Period 4
11	Concepts: Performing- Tempos of Music	31	Concept: Aesthetic Responses & Audience Etiquette

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DEPARTMENT: Visual and Performing Arts

COURSE: Music, Grade K-4

12	Concepts: Performing- Fast and Slow Tempo	32	Concept: Aesthetic Responses - History of the Arts & Culture
13	Concepts: Performing- Form of Music	33	Concept: Aesthetic Responses - Instruments
14	Concepts: Performing- Same or Different	34	Concept : Aesthetic Responses - Individual Instruments and Instrument Families
15	Concepts: Performing- Tone Color	35	Concept : Music Appreciation: Recognize Instruments Visually and Aurally
16	Concepts: Performing- Vocal Timbre	36	Concept : Music Appreciation- Careers Conductor, Composer, Performer, etc.
17	Concepts: Performing- Instrument Timbre	37	Concept : Music Appreciation- Styles and Experiencing Various Genres of Music
18	Concepts: Performance	38	Concept : Music Appreciation- Song
19	Concepts: Performing- Singing	39	Concept : Music Appreciation- Dance
20	Skills: Performing- Solo	40	Concept: Music Appreciation- Ethnic Instruments

Core Instructional & Supplemental Materials including various levels of texts

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Various types of Music (Performing Art): Dance, Instrumental and Vocal Music, and theater are studied as well as the performance and creation of music using Orff instrumentation to create instrumental music and the performance of musical plays is presented and explored.

Kindergarten learners also use music storytelling and role play to explore and identify the presented elements of Music while working with books including McGraw Hill Education K-4 Spotlight on Music Interactive Music Curriculum with songs from apps such as Pandora, Spotify, GarageBand, Shazam, SoundCloud, iHeartRadio, Magic Piano, and Smule, online demonstrations from Musical Theatre including [www.filmedonstage.com](http://www.filmedonstage.com), [www.digitaltheatre.com](http://www.digitaltheatre.com), [www.theatretrip.com](http://www.theatretrip.com), [www.broadwayhd.com](http://www.broadwayhd.com),

Virtual Music Field Trips including an online field trip to the Rock & Roll Hall of Fame: <http://www.choiceteacher.com/vft.html> and Georgia Music Hall of Fame: <https://www.exploregeorgia.org/music>, and take a virtual tour of the Georgia Music Hall of Fame.

Supplementary materials will also include Chromebooks, Google Slides, YouTube for Teacher Videos. Some examples may include: <http://www.dariamusic.com>, <http://www.fromthetop.org>, <http://www.jazzkids.com>, [www.musiclearningcommunity.com](http://www.musiclearningcommunity.com), <http://pianoeducation.org/pnokids.html>, [www.yellowcatpublishing.com](http://www.yellowcatpublishing.com), <http://www.funbrain.com>, [www.datadragon.com](http://www.datadragon.com), <http://www.uptoten.org>, <http://www.atozkidsstuff.com>, <http://www.musictheory.net>, <http://www.MakingMusicFun.net>, and [www.homeworkspot.com/theme/classicalmusic.html](http://www.homeworkspot.com/theme/classicalmusic.html)

Digitally created music including a repertoire of choral, Orff & recorder arrangements for young children (K-4) of pieces representative of the various historical eras using the following resources: Kennedy Center's ARTSEDGE • Kennedy Center's Changing Education Through the Arts (CETA) • NAXOS Recordings • Public Broadcasting Service (PBS) • Putumayo CD Series • Smithsonian Folkways.

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DEPARTMENT: Visual and Performing Arts COURSE: Music, Grade K-4

Time Frame	10 weeks - 10 classes
Topic	
Elements of Music - The Creative Process	
Alignment to Standards	
1.3A.2.Pr5c, 1.3A.2.Cr1a, 1.3A.2.Pr5d, 1.3A.2.Pr5e, 1.3A.2.cR2a, 1.3A.2.Cr2b. 1.3A.2.Pr6a, 1.3A.2.Pr6b, 1.3A.2.Re8a	
1.3A.5.Pr5c, 1.3A.5.Cr1a, 1.3A.5.Pr5d, 1.3A.5.Pr5e, 1.3A.5.cR2a, 1.3A.5.Cr2b. 1.3A.5.Pr6a, 1.3A.5.Pr6b, 1.3A.5.Re8a	
Learning Objectives and Activities	
<p>Learning Objectives:</p> <p>SWBAT answer the following questions:</p> <ul style="list-style-type: none"><li>• Can we keep a steady beat?</li><li>• Is the music moving up or down?</li><li>• Is the sound high or low?</li><li>• Is the volume loud or soft?</li><li>• Is the music fast or slow?</li><li>• Is the melody the same or different?</li><li>• Do voices and instruments sound the same?</li></ul> <p>SWBAT understand the following concepts:</p> <ul style="list-style-type: none"><li>• There is a difference between beat and rhythm</li><li>• Visual symbols are used to represent sounds</li><li>• Melodic and rhythmic patterns move in various ways</li><li>• Music has different sounds</li></ul> <p>SWBAT to “do”</p> <ul style="list-style-type: none"><li>• Keep a steady beat</li><li>• Use simple visual symbols</li><li>• Echo rhythmic patterns</li><li>• Recognize highs and lows in music</li></ul>	

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DEPARTMENT: Visual and Performing Arts COURSE: Music, Grade K-4

- Differentiate between loud and soft
- Differentiate between fast and slow
- Recognize same and different melodies
- Distinguish between vocal and instrumental timbres

### Activities:

- **Rhythms:**
  - Listening and echoing simple rhythmic patterns by rote
  - Performing body percussion and transferring to playing on instruments
  - Experiencing through songs and movement games
  - Identifying visual symbols through manipulatives
- **Pitch/Melody:**
  - Identifying highs and lows in melodies through aural and visual activities
- **Dynamics:**
  - Understanding volume through aural and kinesthetic activities
  - vocal and instrumental timbres through listening and solo and group performances
- **Tempos:**
  - Feeling and performing fast and slow through movement and listening activities
- **Form:**
  - Recognizing same and different melodies through visual, aural, and kinesthetic activities
- **Tone Color:**
  - Expressing different vocal and instrumental timbres through listening, solo, and group performances

### Assessments

#### **Formative:**

- Checklist of presented skills, Teacher Observation

#### **Summative:**

- Pre- and post-assessment • Individual playing, singing, and/or written assessment, using rubrics

#### **Benchmark:**

- Initial Music Benchmark Given in September

#### **Alternative:**

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- Bumper Sticker Design, Roll the Dice, Warm-up and exit tasks

### Interdisciplinary Connections

**Mathematics** — Using "The Ants Go Marching," "There Were 10 in the Bed," and "One Potato, Two Potato," incorporate fingerplays and hand gestures while singing along **MA.K.CC.A.2** **MA.K.MD.A.1**

**6.1.2.HistoryUP.2:** Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

**6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history

**6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

### Career Readiness, Life Literacies, and Key Skills

**9.2.4.A.1** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

**9.2.4.A.3** Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes

### Career Awareness and Planning

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

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### Technology Integration

- Students will take a virtual field trip to extend their learning on the key concept of musical theater.
- [Google Maps Treks](#) - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Smart Projector, Document Camera, DVDs, Audio Recorder - Students will select the media platform which best suits their project needs.
- Chromebooks - Students will use *FlipGrid*, *SeeSaw*, and other digital resources to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates.
- [Project Based Learning](#) - Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.

### Critical Thinking and Problem-Solving

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) (NEW)
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2)
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1) (NEW)
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)

### Digital Citizenship

- 9.4.2.DC.2: Explain the importance of respecting digital content of others. (NEW)
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4)
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. (NEW)
- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2)

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- 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences. (NEW)
- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action. (e.g., 6.3.5.GeoHE.1) (NEW)

### **Global and Cultural Awareness**

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)

### **Information and Media Literacy**

- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10) (NEW)

### **Technology Literacy**

- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.5: Describe the difference between real and virtual experiences. (NEW)
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2) (NEW)

### **Career Education**

CRP1. Act as Responsible and contributing citizen and employee.  
CRP6. Demonstrate creativity and innovation.





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Time Frame	10 weeks - 10 classes
Topic	
Elements of Music - Performance	
Alignment to Standards	
1.3A.2.Pr4a, 1.3A.2.Pr5a, 1.3A.2.Pr5b, 1.3A.2.Pr5c, 1.3A.2.Pr5d, 1.3A.2.Pr5e, 1.3A.2.Pr6a, 1.3A.2.Pr6b, 1.3A.5.Pr4a, 1.3A.5.Pr5a, 1.3A.5.Pr5b, 1.3A.5.Pr5c, 1.3A.5.Pr5d, 1.3A.5.Pr5e, 1.3A.5.Pr6a, 1.3A.5.Pr6b,	
Learning Objectives and Activities	
<p>SWBAT answer the following questions</p> <ul style="list-style-type: none"><li>• How do we know how many beats are in a measure of music?</li><li>• How does the melodic contour and direction flow through the music?</li><li>• What symbols are used to represent the dynamic levels in music?</li><li>• Can you describe how tempos vary in music?</li><li>• Can you describe how music is arranged in patterns?</li><li>• Can you provide examples of ways that voices and instruments create harmony?</li></ul> <p>SWBAT understand the following concepts</p> <ul style="list-style-type: none"><li>• Beat and rhythm are the essential building blocks of music</li><li>• Using time signatures, beats can be organized into meters</li><li>• Rhythmic and melodic notation portrays patterns of sound</li><li>• Music symbols can be used to create more expressive ideas</li><li>• Music is arranged in a sequence of patterns that can be classified as same or different</li><li>• Expressive ideas that represent sound dimensions in music are illustrated through symbols.</li></ul> <p>SWBAT to “do”:</p> <ul style="list-style-type: none"><li>• Utilize and expand upon understanding of meter and time signatures</li></ul>	

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- Recognize, identify, and demonstrate musical symbols through rhythmic and melodic notation
- Echo, read, and recite various rhythmic patterns
- Recognize and interpret written and aural melodic contour, direction, and range on the music staff
- Demonstrate same and different melodies
- Perform harmony through using voices and instruments
- Differentiate between various dynamic and tempo levels using expressive markings
- Describe different vocal and instrumental timbres and ranges

### Activities:

- **Rhythms:**
  - Listening to, echoing, reading, and reciting rhythmic patterns
  - Experiencing meter through songs and demonstrating an understanding through the use of movement, instruments, and conducting
  - Reading and interpreting the time signature
  - Performing body percussion and transferring to playing on instruments
  - Identifying, recognizing, and utilizing musical symbols
- **Pitch/Melody:**
  - Identifying and demonstrating melodic contour, direction, range, and notation through aural, visual, and kinesthetic activities
- **Harmony:**
  - Performing rounds, ostinato patterns, and partner songs using voices and instruments
- **Dynamics:**
  - Understanding written dynamic markings
  - Demonstrating volume through aural and kinesthetic activities
- **Tempos:**
  - Feeling and performing tempo changes through movement and listening activities
- **Form:**
  - Recognizing same and different melodies in various musical selections

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- Demonstrating same and different melodies through visual and kinesthetic activities
- **Tone Color:**
  - Expressing different vocal and instrumental timbres through listening, solo, and group performances

### Assessments

#### **Formative:**

- Checklist of presented skills, Teacher Observation

#### **Summative:**

- Assessment activities related to instructional goals, Student demonstration

#### **Benchmark:**

- Initial Music Benchmark Given in September

#### **Alternative:**

- Bumper Sticker Design, Comic Strip, Peer Quizzes, Talk it Out 3-2-1, Roll the Dice

### Interdisciplinary Connections

**Mathematics** — Using “Count By 2s, Animal Groove,” and “Hip-Hop Jive Count by 5s,” students will count in simple patterns, ordinal patterns as well as more advanced topics like learning multiplication tables with a song like “Shake Up the Tables.”  
MA.K.CC.A.2 MA.1.OA.A.1 MA.3.OA.A.3

**6.1.2.HistoryUP.2:** Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.

**6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history

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Career Readiness, Life Literacies, and Key Skills

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COURSE: Music, Grade K-4

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**9.3.12.AR-PRF.2** Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.

### **Career Awareness and Planning**

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
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### **Technology Integration**

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- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) (NEW)
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2)
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources

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(e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1) (NEW)

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- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.5: Describe the difference between real and virtual experiences.

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(NEW)

- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2) (NEW)

### Career Education

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

Time Frame	10 weeks - 10 classes
Topic	
Elements of Music - Musical Theatre	
Alignment to Standards	
1.3A.2.Cr1a, 1.3A.2.Cr2a, 1.3A.2.Cr3a, 1.3A.2.Cr3b, 1.3A.2.Pr5a, 1.3A.2.Pr5e, 1.3A.2.Re7a, 1.3A.2.Re8a, 1.3A.2.Cn10a	
1.3A.5.Cr1a, 1.3A.5.Cr2a, 1.3A.5.Cr3a, 1.3A.5.Cr3b, 1.3A.5.Pr4a, 1.3A.5.Pr4b, 1.3A.5.Pr4c, 1.3A.5.Pr4d, 1.3A.5.Pr4e, 1.3A.5.Pr5a, 1.3A.5.Pr5b, 1.3A.5.Pr6a, 1.3A.5.Pr6b	
Learning Objectives and Activities	
SWBAT answer the following questions:	







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- How does listening to others help us match pitch more accurately and enhance multiple-part harmony?
- Can you identify proper singing techniques which will enhance overall performance?
- How can we transfer rhythm patterns to body percussion and instruments?
- How can we show the music through our bodies?
- Why is it important to provide critique to others and offer suggestions?
- How do good listening skills enable us to become better audience members?
- In what ways can we create expressive ideas?
- 

SWBAT understand the following concepts:

- In order to match pitch accurately, it is important to listen to others around you in order to be successful at singing in harmony
- There are proper singing techniques that must be utilized, while singing alone and with others
- Using good listening skills enables us to become better performers and good audience members
- Instruments are important to learn, understand, and demonstrate rhythm, melody, and harmony
- Movements can describe stories, emotions, and characteristics
- Being actively involved in participation is important to understanding music
- Providing and accepting critique are imperative to improving performance
- We can express musical ideas through composition and improvisation

SWBAT to "do":

- Understand the difference of solo, duet ,trio, and ensemble performing
- Accompany with body percussion and instruments
- Echo, create, and perform rhythmic patterns
- Move with choreography and freely throughout space
- Learn and apply proper listening, audience, and critiquing skills

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# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

DEPARTMENT: Visual and Performing Arts COURSE: Music, Grade K-4

### Activities:

- **Singing:**
  - Listening, echoing, reading and performing melodic patterns
  - Performing selected melodies alone and with others in the form of solos and ensembles
  - Experiencing and demonstrating songs and pitch matching games
  - Developing an appreciation for harmony created by other vocal parts
- **Playing:**
  - Incorporating pitched and non-pitched percussion instruments to accompany a musical idea
  - Performing rhythmic and melodic ostinato patterns
- **Moving:**
  - Following dance step formations, patterns, and sequences
  - Incorporating interpretive dance with and without props
- **Listening:**
  - Discovering elements of music within examples provided
  - Utilizing and practicing proper listening skills
  - Demonstrating proper audience etiquette
  - Analyzing and providing positive critique to others
  - Accepting and utilizing critique as it is given
- **Creating:**
  - Encouraging students to improvise using instruments, voices, and movement
  - Promoting student creativity through compositions of patterns and sequence

### Assessments

- **Formative:** Checklist of presented skills, Class participation in guided discussions, Teacher Observation
- **Summative:** Assessment activities related to instructional goals, Student demonstration

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DEPARTMENT: Visual and Performing Arts COURSE: Music, Grade K-4

- **Benchmark:** Initial Music Benchmark Given in September
- **Alternative:** Bumper Sticker Design, Comic Strip, Peer Quizzes, Talk it Out, 3-2-1, Roll the Dice

### Interdisciplinary Connections

**Mathematics – Mathematics** – Using "Count By 2s, Animal Groove," and "Hip-Hop Jive Count by 5s," students will count in simple patterns, ordinal patterns as well as more advanced topics like learning multiplication tables with a song like "Shake Up the Tables." MA.K.CC.A.2 MA.1.OA.A.1 MA.3.OA.A.3

**6.1.2.HistoryUP.2:** Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

**6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history

**6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

### Career Readiness, Life Literacies, and Key Skills

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**9.3.12.AR-PRF.2** Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.

### Career Awareness and Planning

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

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DEPARTMENT: Visual and Performing Arts

COURSE: Music, Grade K-4

- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

### Technology Integration

- Students will take a virtual field trip to extend their learning on the key concept of musical theater.
- [Google Maps Treks](#) - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Smart Projector, Document Camera, DVDs, Audio Recorder - Students will select the media platform which best suits their project needs.
- Chromebooks - Students will use *FlipGrid*, *SeeSaw*, and other digital resources to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates.
- [Project Based Learning](#) - Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.

### Critical Thinking and Problem-Solving

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) (NEW)
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2)
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1) (NEW)
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)

### Digital Citizenship

- 9.4.2.DC.2: Explain the importance of respecting digital content of others. (NEW)
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4)
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital

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DEPARTMENT: Visual and Performing Arts COURSE: Music, Grade K-4

environments. (NEW)

- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2)
- 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences. (NEW)
- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action. (e.g., 6.3.5.GeoHE.1) (NEW)

### **Global and Cultural Awareness**

- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)

### **Information and Media Literacy**

- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10) (NEW)

### **Technology Literacy**

- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.5: Describe the difference between real and virtual experiences. (NEW)
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2) (NEW)
- 

### **Career Education**

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.





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DEPARTMENT: Visual and Performing Arts COURSE: Music, Grade K-4

Time Frame	10 weeks - 10 classes
Topic	
Elements of Music - Aesthetic Responses & Critique Methodologies	
Alignment to Standards	
1.3A.2.Pr4a, 1.3A.2.Pr4b, 1.3A.2.Pr4c, 1.3A.2.Pr4d, 1.3A.2.Pr4e, 1.3A.2.Re7a, 1.3A.2.Re7b, 1.3A.2.Re9a, 1.3A.2.Cn10a, 1.3A.2.Cn11a  1.3A.5.Pr4a, 1.3A.5.Pr4b, 1.3A.5.Pr4c, 1.3A.5.Pr4d, 1.3A.5.Pr4e, 1.3A.5.Re7a, 1.3A.5.Re7b, 1.3A.5.Cn10a, 1.3A.5.Cn11a	
Learning Objectives and Activities	
<p>SWBAT answer the following questions:</p> <ul style="list-style-type: none"> <li>• Can you match the sound?</li> <li>• Is it important to listen to others while performing?</li> <li>• Can we perform rhythms on body percussion patterns and on instruments?</li> <li>• How can we show the music through our bodies?</li> <li>• What does it mean to be a good audience member?</li> <li>• How does music make you feel?</li> </ul> <p>SWBAT understand the following concepts:</p> <ul style="list-style-type: none"> <li>• It is important to sing with enjoyment and self-confidence while singing solo and ensemble</li> <li>• Instruments help to learn and understand rhythm</li> <li>• Movements can describe stories and emotions</li> <li>• Listening skills are important to understanding music</li> </ul> <p>SWBAT to “do”</p> <ul style="list-style-type: none"> <li>• Perform solo and ensemble singing</li> <li>• Accompany with body percussion and instruments</li> <li>• Echo and perform rhythmic patterns</li> <li>• Move freely throughout space and according to specified choreography</li> <li>• Learn proper listening and audience skills</li> </ul>	

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DEPARTMENT: Visual and Performing Arts COURSE: Music, Grade K-4

### Activities:

- **Singing:**
  - Listening and echoing simple melodic patterns by rote
  - Performing selected melodies alone and with others
  - Experiencing songs and pitch matching games
- **Playing:**
  - Using pitched and non-pitched percussion instruments to accompany
- **Moving:**
  - Following dance step formations, and patterns
  - Incorporating interpretive dance with and without props
- **Listening:**
  - Finding elements of music within examples provided
  - Utilizing and practicing proper listening skills
  - Learning about proper audience etiquette

### Assessments

- **Formative:** Class participation in guided discussions
- **Summative:** Student demonstration, Question-and-answer (large group, small group, or partner)
- **Benchmark:**
- **Alternative:** Comic Strip, Peer Quizzes, Listening Journal, Interviews

### Interdisciplinary Connections

**Mathematics** –Using the “Math Dance,” based on the book “Math Dance by Karl Schaffer and Erik Stern,” students learn how “math dancing” can help incorporate musical movement into math modeled after the popular performance “Two Guys Dancing About Math,” which reveals connections between Math and dance. -

**MA.4.MD.A.2**

**6.1.2.HistoryUP.2:** Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.

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**6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history

**6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

### Career Readiness, Life Literacies, and Key Skills

**9.2.4.A.3** Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes

**9.3.12.AR-PRF.3** Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods

**9.1.4.F.2** Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

### Career Awareness and Planning

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

### Technology Integration

- Students will take a virtual field trip to extend their learning on the key concept of musical theater.

#### **Tech 8.1.2.B.1**

- [Google Maps Treks](#) **Tech 8.1.2.A.3**
- Smart Projector **Tech 8.1.2.A.3**

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COURSE: Music, Grade K-4

- Document Camera **Tech 8.1.2.A.3**
- DVDs **Tech 8.1.5.A.1**
- Audio Recorder **Tech 8.1.5.A.1**
- Chromebooks **Tech 8.1.5.A.1**
- [Project Based Learning](#) **Tech 8.1.12.A.3**
- Students will take a virtual field trip to extend their learning on the key concept of musical theater.
- [Google Maps Treks](#) - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Smart Projector, Document Camera, DVDs, Audio Recorder - Students will select the media platform which best suits their project needs.
- Chromebooks - Students will use *FlipGrid*, *SeeSaw*, and other digital resources to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates.
- [Project Based Learning](#) - Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.

### **Critical Thinking and Problem-Solving**

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) (NEW)
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2)
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1) (NEW)
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)

### **Digital Citizenship**

- 9.4.2.DC.2: Explain the importance of respecting digital content of others. (NEW)
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4)
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. (NEW)

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- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2)
- 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences. (NEW)
- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action. (e.g., 6.3.5.GeoHE.1) (NEW)

### **Global and Cultural Awareness**

- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)

### **Information and Media Literacy**

- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10) (NEW)

### **Technology Literacy**

- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.5: Describe the difference between real and virtual experiences. (NEW)
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2) (NEW)

### **Career Education**

**CRP 9.3.12.AR-PRF.3** Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.





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DEPARTMENT: Visual and Performing Arts COURSE: Music, Grade K-4

Time Frame	6 weeks - 6 classes
Topic	
Music Appreciation and History of the Arts and Culture	
Alignment to Standards	
1.3A.2.Pr4a, 1.3A.2.Re7a, 1.3A.2.Re7b, 1.3A.2.Cn10a, 1.3A.2.Cn11a, 1.3A.5.Pr4a, 1.3A.5.Pr4d, 1.3A.5.Re7a, 1.3A.5.Re7b, 1.3A.5.Cn10a, 1.3A.5.Cn11a	
Learning Objectives and Activities	
<p>SWBAT answer the following questions</p> <ul style="list-style-type: none"><li>• Are there different kinds of music?</li><li>• Where does music come from?</li><li>• Why should we learn about other cultures and their music?</li></ul> <p>SWBAT understand the following concepts</p> <ul style="list-style-type: none"><li>• Instruments can be grouped into families just like people</li><li>• Appreciate different styles of music</li><li>• People around the world make music differently</li></ul> <p>SWBAT to “do”</p> <ul style="list-style-type: none"><li>• Recognize families and individual instruments</li><li>• Experience different genres of music</li><li>• Develop an appreciation of songs and dance from various cultures</li></ul> <p>Activities:</p> <ul style="list-style-type: none"><li>• <b>Instruments:</b><ul style="list-style-type: none"><li>○ Listening to and visualizing various instruments through aural and picture prompts</li></ul></li><li>• <b>Styles of Music:</b><ul style="list-style-type: none"><li>○ Experience several styles of music</li></ul></li><li>• <b>Multicultural:</b><ul style="list-style-type: none"><li>○ Incorporate songs and dances into the music program</li></ul></li></ul>	

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### Assessments

- **Formative:** Checklist of presented skills, Class participation in guided discussions, Teacher Observation
- **Summative:** Assessment activities related to instructional goals, Student demonstration, Written or improvised compositions, either performed live or recorded
- **Benchmark:** Initial Music Benchmark Given in September
- **Alternative:** Peer Quizzes, 3-2-1, • Visual representations (e.g., graphic organizers, traditional notation, student-created notation), either drawn, written, made with manipulatives, or computer-generated

### Interdisciplinary Connections

- Mathematics – using measurement in creating designs – **MA.2.MD.A1-4**
- English Language Arts- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.-**LA.3.W.3.3.B**
- **6.1.2.HistoryUP.2:** Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- **6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

### Career Readiness, Life Literacies, and Key Skills

**9.3.12.AR-AV.2** Demonstrate the use of basic tools and equipment used in audio, video and film production.

**9.3.12.AR-AV.4** Design an audio, video and/or film production.

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DEPARTMENT: Visual and Performing Arts

COURSE: Music, Grade K-4

### **Career Awareness and Planning**

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

### **Technology Integration**

- Students will take a virtual field trip to extend their learning on the key concept of musical theater.
- [Google Maps Treks](#) - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Smart Projector, Document Camera, DVDs, Audio Recorder - Students will select the media platform which best suits their project needs.
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- [Project Based Learning](#) - Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.

### **Critical Thinking and Problem-Solving**

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) (NEW)
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2)
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1) (NEW)
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6.1.5.CivicsCM.3)

### **Digital Citizenship**

- 9.4.2.DC.2: Explain the importance of respecting digital content of others. (NEW)
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4)
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. (NEW)
- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2)
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- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action. (e.g., 6.3.5.GeoHE.1) (NEW)

### **Global and Cultural Awareness**

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)

### **Information and Media Literacy**

- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10) (NEW)

### **Technology Literacy**

- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)
- 9.4.2.TL.2: Create a document using a word processing application.
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- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2) (NEW)

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DEPARTMENT: Visual and Performing Arts COURSE: Music, Grade K-4

### Career Education

**CRP10.** Plan education and career paths aligned to personal goals.

**CRP11.** Use technology to enhance productivity.

### Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

#### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

#### **Supports for Students With IEPs:**

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

*Home of the Spartans!*  
*#spartanlegacy*





# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

DEPARTMENT: Visual and Performing Arts COURSE: Music, Grade K-4

### **At-Risk Students:**

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

### **Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

### **Supports for Students With 504 Plans:**

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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### **Modifications for Physical Education/Dance/or any other physical coursework (ELL, Special Education, At-Risk Students, Gifted and Talented, and 504 Plans)**

#### **ELL:**

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

#### **Supports for Students With IEPs:**

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

#### **At-Risk Students:**

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.





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### ***Gifted and Talented:***

- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow student to extend learning, achieve fitness gains.

### ***Supports for Students With 504 Plans:***

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

