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Music and Dance, Arts Integrated Curriculum for Inclusive Classrooms

By

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Submitted in Partial Fulfillment of the Requirements for the

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Abstract

Currently, many schools do not have the funding for the arts programs in schools and with the switch to Common Core State Standards, there is a greater emphasis on Mathematics and English Language Arts. Not only are the arts beneficial for all students, but it allows students with and without disabilities the opportunities to foster relationships and communicate in a different way. Therefore, creating a music and dance, arts integrated curriculum ensures that the arts can be taught in the general education classroom while meeting the needs of all learners. This project contains a scope and sequence of a music and dance, arts integrated curriculum for first grade as well as a 4-week unit integrating music and dance with social studies content. The unit contains four lessons, the first being a music or dance lesson that will be incorporated throughout the rest of the unit and school year. The goal of this project is to provide general education teachers the necessary tools and activities to utilize a music and dance integrated curriculum and foster an inclusive environment for all learner.

Keywords: Arts Integration, Dance Integration, Integrated Curriculum, Integrated Arts Curriculum, Inclusion, Inclusive Classrooms, Learning Styles, Multiple Intelligences, Music Integration, and Universal Design for Learning.

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Chapter One

Introduction

Throughout the last decade, there has been an increase in the amount of Mathematics and English Language Arts instruction in elementary schools due to the adoption of the Common Core State Standards. With an emphasis on these core subjects, instruction is limited in the way it is accessed and represented as are the ways in which a student can express his or her knowledge. All students have a different learning style and preferred strategies that will engage them in learning. An arts integrated curriculum can provide students the opportunity to engage in this core content material but in a way that is meaningful to the learner. Unfortunately, many schools in California do not have the means to support the arts and therefore, students are unable to receive this education. California is still struggling to find funding to support the arts in schools (“California Alliance for Arts Education”)

This project contains an arts integrated unit for first grade, general education teachers to support students with and without disabilities in an inclusive setting in the state of California. This curriculum is intended to promote learning with and through the arts while accessing subjects they would have been taught in a general setting. This project does not require any knowledge of the arts, but prior knowledge is helpful. This chapter will highlight the purpose and significance of the project and will define terms that pertain to this project.

Purpose of Study

Funding for and the presence of the arts has not been a priority since the adoption of the Common Core State Standards (Gormley & Peter, 2016). A recent study analyzed whether the arts were being integrated into the contracted Common Core curricula for the state of New York and the results revealed that the visual and performing arts were omitted almost entirely from

these lessons and units (Gormley & Peter, 2016). This set of standards prioritizes English Language Arts Mathematics, Science, and Social Studies which often results in teaching through only mathematical-logical or auditory learning styles. Today's society is filled with a multitude of complex learners with different learning styles and multiple intelligences. By providing an arts integrated curriculum, these core subjects will be reinforced through the arts and students will be able to engage in and express their knowledge in whatever way meets their individual needs. An arts integrated curriculum provides students the choices and opportunities to engage in the content in ways that may meet his or her unique needs as well as provide students the opportunities to achieve to their full potential.

This project was intended for schools who do not have the funding for the arts or the arts are not present in the educational setting. Likely, this project is aimed at low-income schools in the state of California. This project was also intended to be utilized by all teachers with all levels of experience with the arts. A novice or experienced teacher can use this project to implement an arts integrated curriculum for his or her first-grade class. This project will provide general education teachers an inclusive arts integrated curriculum (specializing in music and dance) to support students with special needs.

The idea for this project came from my own discovery of being a musical learner. Throughout my educational journey, I have had a difficult time memorizing and retaining information and often engaging in the material was challenging. I recalled that everything that I was ever taught in a song has stuck with me to this very day. I also realized that when I had the opportunity to choose how to research information, have the materials presented to me, or how I wanted to show my knowledge, I was always more engaged and the content was more meaningful. Musical and bodily-kinesthetic learners are often not accounted for when

representing and expressing information and by providing an arts integrated curriculum, all learners will benefit.

Significance of Project

This project will provide a curriculum that is inclusive to all learners and will support those students who have not been represented in the past. An integrated arts curriculum can meet the needs of learners both with and without disabilities and contribute to closing achievement gaps. Students who are mathematical-logical and auditory learners have always benefitted from the ways in which instruction has been taught. The other students with different learning styles and multiple intelligences have been unable to achieve to his or her full potential because the classroom was not designed with their needs or strengths in mind.

This project will affect students by uniting students with and without disabilities in an environment that meets the needs of all learners. By learning through and with the arts, all students will be provided the opportunity to learn through different means of representation, access the content in whichever ways best meet his or her needs, and can present his or her knowledge in whichever modalities is the most engaging. Students with disabilities will be provided different opportunities to communicate rather than verbal and will be able to learn alongside their peers. Teachers will have the opportunities to learn how to support a diverse classroom of learners through modalities they may not have ever had the opportunities to experience. Administrators will have the opportunity to experience teachers outside of their comfort zones, underachieving students rising to meet the other students, and an overall more inclusive and representative environment.

Upon implementing this curriculum, teachers will move towards less traditional teaching strategies and implement more Universal Design for Learning (UDL) strategies as they learn to support learners with various needs. UDL strategies ensure that there are multiple means of

engagement, representation, and expression and that every student is provided an opportunity to access and perceive the content as well as show knowledge of the material (The UDL Guidelines, 2018).

Definition of Terms

Inclusion secures opportunities for students with disabilities to learn alongside their non-disabled peers in general education classrooms (What is Inclusion? An Introduction from Special Education Guide, 2013).

Arts Integration is an approach to teaching and learning through which content standards are taught and assessed equitably in and through the arts (Arts Integration in Schools: What Is It and How Do We Use It? 2019).

Integrated Curriculum is a curriculum developed to break down barriers between disciplines and make learning more meaningful to students (“An Integrated Curriculum,” n.d.).

Learning Styles refers to the preferential way in which the student absorbs, processes, and comprehends and retains information (“Learning Styles,” n.d.).

Multiple Intelligences is a theory first posited by Harvard developmental psychologist Howard Gardner in 1983 that suggests human intelligence can be differentiated into eight modalities: visual-spatial, verbal-linguistic, musical-rhythmic, logical-mathematical, interpersonal, intrapersonal, naturalistic, and bodily-kinesthetic (“Multiple Intelligences Definition and Meaning,” n.d.).

Universal Design for Learning is a set of principles for designing curriculum that provides all individuals with equal opportunities to learn (TEAL Center staff, 2010).

Chapter Two

Literature Review

The purpose of this project is to create a music and dance integrated curriculum unit for first grade inclusive, general education teachers to support students with and without disabilities in the state of California. This unit will focus on community as it unites music and dance with the Common Core State Standards for first grade social studies. This project is aimed at low-income schools where the arts are not as prevalent. Teachers do not need to have excessive instruction in the arts in order to benefit from this project. This project will discuss the benefits of arts integrated curriculums as it pertains to multiple intelligences and learning styles and the academic and social-emotional development. The next component discussed will be the benefits integrated arts curriculums has on students with disabilities, specifically music and dance. This will highlight the academic performance as well as increased engagement and joint attention an arts integrated curriculum has on students with disabilities. Lastly, there will be a discussion on inclusion and the benefits it provides students with and without disabilities as well as the effects on a school's overall culture.

Integrated Arts Curriculum

Almost all individuals in the field of education can attest to the importance and benefits of the arts for children. In most elementary schools, arts are present but this instruction is separate from the core subjects of English Language Arts (ELA), Mathematics, Science, and Social Studies. Educational researchers describe arts integration as a curricular connection process that collaborates and engages in learning *through* and *with* the arts (Breseler, 1995; Burnaford, 2007; Cornett, 2006). Therefore, arts integration utilizes the arts as a modality for learning and reinforcing content that would be taught in these core subjects. By integrating the

arts with another discipline, there is an opportunity for teaching, learning, and experiencing that is inclusive to all learners (LaJevic, 2013).

Multiple Intelligences and Learning Styles

Multiple Intelligences and Learning Styles are the ways in which an individual processes, comprehends, and retains information. This likely affects how the individual expresses information as well. The eight multiple intelligences are: visual-spatial, linguistic-verbal, logical-mathematical, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic (Multiple Intelligences: What Does the Research Say?, n.d.). Classrooms in today's society are primarily focused around ELA and Mathematics. Although these core subjects are essential components of education, there is often a lack of variety in which these subjects are taught in relation to multiple intelligences. Teaching to only a couple kinds of intelligences, logical-mathematical and linguistic, hinders students from reaching their full potential as learners (Humphries et al., 2011). If schools continue to present information in limited ways and only allow certain means of expressing knowledge, teachers cannot accurately measure a student's intelligence (DiDomenico, 2017).

Educational researchers explain that utilizing art integration in the classroom promotes multiple intelligences and learning styles because it provides students with multiple means of representation (Robinson, 2013). Arts integration naturally engages all learners by providing opportunities for choice, expression, autonomy, and self-regulation through these collaborative learning experiences with their peers (Robinson, 2013). Utilizing an integrated approach allows students to access the content in whatever way best meets their needs and they are able to learn these concepts through several experiential and cognitive points of view (Nompula, 2012).

Supporting Academic Development

An integrated arts curriculum benefits students by providing multiple means of representation and expression and, by giving students choice, they will naturally be engaged in the content. Therefore, the level of academic achievement is likely to increase if students are receiving an education that is meaningful and aimed at the needs of the learner. Several educational researchers have conducted both qualitative and quantitative studies to prove the impact an integrated arts curriculum has on academic achievement. Various studies have reported student gains in reading outcomes and achievement after participating in an arts integrated curriculum (Durham, 2010; Mason et al., 2008; Wolf, 1998). In a study done by Kinney and Forsythe (2005,) they conducted a study to determine the outcomes a comprehensive arts integrated curriculum has on a state proficiency test. In this study, they found that students scored significantly higher in the areas of math, science, and citizenship in the schools where the arts were integrated compared to schools where they were not (Kinney & Forsythe, 2005).

In addition to providing students an educational experience that is individualized to meet his or her needs, there are many areas of cognition that are involved in arts integration. Engaging in the arts serves as a window to thinking processes and learning in which students must think critically and analytically, pose and solve problems, and reason verbally (Pearson, 1998). Integrated learning allows for disciplines to overlap and help meet objectives and benchmarks in each of the subjects (Humphries et al., 2011). Objectives across multiple subject areas can be addressed which fosters meaningful connections between disciplines and reinforces subjects across content areas (Humphries et al., 2011). An integrated arts curriculum influences academic development by challenging these cognitive processes and provides the learner the opportunity to express their knowledge to their full potential.

Supporting Social & Emotional Development and Self-Efficacy

Participating in an education that provides students choices in learning and expressing knowledge alludes to the idea that students are more engaged and accountable because the learning is meaningful. In an integrated arts curriculum, students naturally receive recognition in the form of emotional support, social esteem, and cognitive respect from the student's *community of value*, because they are contributing in a positive, strengths-based way (Robinson, 2013). In a study conducted by Heath and Soep (1998), these researchers found that students who participated in an arts program had higher confidence, self-esteem, and motivation than students who did not. When students have a stronger belief in his or her ability to perform a task successfully, they demonstrate increased self-regulative behaviors such as: self-monitoring, self-evaluation, goal-setting, and learning strategies (Robinson, 2013). Integrating the arts into a school's curriculum can result in higher effective outcomes of students and attitudes towards school in general (Robinson, 2011). Studies have also shown that in addition to the increase in collaborative skills, students who were previously considered underachieving have since excelled (Baker et al., 2004). Overall, when students are accountable for their own learning and are given the opportunities to retain, express, and engage in their curriculum through and with the arts, there is an obvious, positive impact on student's social and emotional health (Baker et al., 2004; Heath and Soep, 1998; Robinson, 2011; Robinson, 2013)

Effects of Arts on Students with Disabilities

Students with disabilities often face barriers to general education. General educators are often not provided the training or resources to know how to support and accommodate for students with disabilities (Harper, 2019). Therefore, the academic environment might suffer for both the student and the teacher. By integrating the arts, specifically music and dance, into a general education curriculum, students with disabilities will be provided more opportunities to

learn through a modality that is engaging, meets their needs as a learner, and promotes academic success and peer connections (Baker et al., 2004, Durham, 2010; Heath and Soep, 1998; Mason et al., 2008; Robinson, 2011; Robinson, 2013; Wolf, 1998).

Music

Music education is beneficial to students both with and without disabilities (Humphries, Bidner, & Edwards, 2011). Educational researchers have conducted studies that show that musical training strengthens a student's auditory working memory, attention, coordination, social interactions, and communication (Slater et al., 2013). In addition, it was also found that there was a correlation between an individual's rhythm abilities and reading (Slater et al., 2013). Research by Humphries, Bidner, and Edwards (2011), have also stated that students who participate in singing and moving to music are more likely to release emotions in a positive manner, collaborate and cooperate to unify in a group setting, and interact with peers to achieve a common goal. Research has shown that music is beneficial to all students and has positive effects on education (Humphries, Bidner, & Edwards, 2011).

Students with disabilities often engage in, process, retain, and express information in unique ways that are often not best supported in a general education setting (Stanutz et al., 2014). Incorporating music into the classroom may provide these students more opportunities to access the content in a way that is meaningful and engaging to them. Students with developmental disabilities, including Autism Spectrum Disorder, often manifest enhanced musical abilities due to their unique ways in which they process information (Stanutz et al., 2014). Integrating music also allows students with limited communication skills the opportunities to express their creativity through this domain (Nabb & Balcetis, 2010). Music integration provides individuals with disabilities the opportunities to participate in the general education setting in a meaningful way that best supports their unique needs (Nabb & Balcetis, 2010, Stanutz et al., 2014).

Dance

Dance is another way in which students with and without disabilities can communicate and express themselves through a different outlet. Integrating dance into the core curriculum provides students with disabilities the opportunities to engage in movement activities and interact with classmates, which is often difficult for students with barriers to communication (Zitomer, 2016). Individuals with disabilities are often at a higher risk of inactivity. Dance can promote physical activity, decrease challenging behaviors, and improve overall physical fitness (Lang et al., 2010). The dance process meets an individual's physical, psychological, and social needs on multiple levels (Block & Johnson, 2011). Students with disabilities face discrimination and isolation when they are unable to participate in the general education setting (Dalien, 2019). Incorporating an integrated arts curriculum supports an inclusive environment by allowing students with and without disabilities to interact, form relationships, and shine through whatever learning style best meets their needs.

Academic Performance

When children are taught through and with the arts, the cognitive abilities required to acquire and interact with this information are different than in a standard educational setting. Educational researchers have proven there is a positive increase in academic performance of children with disabilities when taught through an arts integrated curriculum (Durham, 2010; Hallam, 2010; Mason, Steedly, & Thormann, 2008). Mason, Steedly, and Thormann (2008), have found an increase in problem-solving, creativity, and choice-making in students with disabilities after participating in arts integration. There has also been a reported increase in metacognition and content knowledge for students with learning disabilities (Durham, 2010). Educational research has reiterated the benefits of music education for students with disabilities and that it positively influences a child's literacy and perceptual skills, intellectual development,

numeracy, creativity, and general attainment (Hallam, 2010). Overall, there are a multitude of academic benefits of an arts integrated curriculum for students with disabilities.

Engagement/Joint Attention

Aside from the obvious communication benefits of an arts integrated curriculum, children with disabilities also engage and attend to instruction more compared to a standard curriculum (Mendenson et al, 2016). Educational researchers have discovered and contributed to past studies regarding the positive effects on engagement and joint attention an arts integrated curriculum has on children with disabilities. Mendelson et al. (2016), have supported research claiming that music is an effective vehicle because of its ability to hold children's attention. A musical auditory stimulus is especially effective and engaging for children with Autism Spectrum Disorder (ASD) or an Intellectual Disability (ID) and students are more likely to attend (Mendelson et al, 2016). When children are taught through a modality that meets their needs as a learner, they are more likely to engage, attend to, and retain the information that is taught (Mendelson et al, 2016). Children both with and without disabilities vary in the modalities and strategies that engage them in learning and providing choices guarantees that more learners' needs will be met (Mendelson et al, 2016).

Inclusion

Providing a fully inclusive classroom means to include children with disabilities in the same educational setting as his or her age-appropriate peers. This setting should meet the needs of all learners and provide accommodations and modifications to the curriculum as necessary for every student to succeed. Inclusion has been a controversial topic in the field of educational research because of the changes to how students are taught (Fletcher, 2010). IDEA (Individuals with Disabilities Education Act) states that students with disabilities have the legal right to be included in and interact with the general curriculum (Alquraini & Gut, 2012). An inclusive

setting requires collaboration with the special education team, accommodations and modifications to be made, and requires the general educator to know how to support students with disabilities that they may have limited knowledge of and experience with. Inclusion also provides children with disabilities the opportunities to have a sense of belonging, meet high expectations, and learn socially from their peers. Inclusion is rooted in social justice that entitles all students, regardless of disability or disadvantage, access to all educational opportunities (Vaz et al., 2015).

Benefits to Children with Disabilities

Educational researchers have determined that the general education setting plays a critical role in developing and meeting the needs of students with disabilities in the areas of: academics, communication and socialization (Alquraini & Gut, 2012). Specifically, a study conducted by Sansosti and Sansosti (2012) studied the benefits of inclusion on students with high-functioning autism spectrum disorders (HFASD). In this study, Sansosti & Sansosti (2012) noted the most common benefits were that inclusion accelerates student skill development through engagement in social interactions and challenging academic tasks and that class-wide implementations of behavior supports and instruction of social skills benefitted the whole class. In a study conducted by Cosier, Causton-Therocharis, and Therocharis, (2013), they contributed to educational research by confirming the positive relationship between increased access to general education and reading and mathematics achievement. This results in the idea that when provided the opportunities to learn in general education classrooms, students with disabilities will achieve higher in academics (Cosier et al.,2013). Educational researchers have reinforced the notion that inclusive education typically leads to an increase in academic development.

An inclusive education provides opportunities for communication and social development with typically-developing peers (Alquraini & Gut, 2012; Sansosti & Sansosti,

2012). The study by Sansosti and Sansosti (2012), confirms that social skills and communication dramatically increased for students with HFASDs because of the opportunities to imitate desirable behaviors, observe typically-developing peers model age-appropriate social skills, and were more engaged socially and with the academic content. Research by Alquraini and Gut (2012), has also confirmed that inclusion provides opportunities to build social skills because they are experiencing a higher level of interaction with peers compared to students placed in separate classrooms. An inclusive environment fosters relationships between students with and without disabilities, closing the gap of segregation (Alquraini & Gut, 2012; Sansosti & Sansosti, 2012).

Benefits to Children without Disabilities

Including children with disabilities in the general education curriculum benefits children with but also, children without disabilities (Sansosti & Sansosti, 2012). Providing an inclusive educational environment requires the teacher to adapt and modify curriculum to meet the varying needs of all learners (Sansosti & Sansosti, 2012). This may result in the usage of Universal Design for Learning (UDL), engaging students through multiple intelligences and learning styles, and providing class-wide behavior supports. Sansosti and Sansosti (2012), expressed that the strategies that were utilized for the students in the study also benefitted general education students with similar learning challenges. Typically developing students can benefit from the additional curricular, behavioral, or environmental supports infused into their classroom and can help these students learn to understand and support their peers with behavioral or learning differences (Sansosti & Sansosti, 2012). Supports such as class-wide picture schedules or behavior supports establish a motivating and comprehensible environment for all students as they understand classroom expectations (Sansosti & Sansosti, 2012). Many educators fear the negative impacts a student with disabilities may have on the classroom climate and could affect

the behavior and achievement of typically developing peers. Research by Sermier, Dessemontet and Bless (2013), have contributed to educational research by indicating that the academic progress of general education students was not affected by children with Intellectual Disabilities included in their classroom. Overall, an inclusive classroom provides beneficial class-wide supports, fosters a community of understanding and respect, and represents learners of all abilities.

Effects on School Climate

When a school dedicates itself to fostering inclusive classroom communities, the climate of the entire school is transformed. In a case study of a highly effective, inclusive elementary school, researchers, McLeskey, Waldron, and Redd (2014), discovered that teachers and administrators had dedicated itself to meeting the needs of all students, including students who are gifted, from high-poverty backgrounds, and all students who qualified for special education. Inclusion was not an add-on program at this school but rather the school's overall attempt to meet the needs of every learner (McLeskey et al., 2014). These efforts to create a school-wide, inclusive setting resulted in high-quality instruction in general education classrooms and efficient yet flexible use of resources and the utilization of data to monitor student progress and drive instruction (McLeskey et al., 2014). When all members of the educational community are dedicated to fostering an inclusive learning environment, there is an innate understanding of differences as well as the desire for every student's success.

Summary

With the shift in general education curriculums, arts integration has not been a priority (Gormley & Peter, 2016). The lack of the arts in education is a detriment to all learners due to the benefits arts integration has on students academically and socially (Baker et al., 2004; Durham, 2010; Hallam, 2010; Heath and Soep, 1998; Mason, Steedly, & Thormann, 2008;

Robinson, 2011; Robinson, 2013). Providing opportunities for choice in which content is represented and expressed allows all learners to succeed and make meaning of the curriculum. Students learn through different intelligences and the previous way of instruction has not been conducive to all learning styles (Humphries et al., 2011). When children are able to learn through various modalities, they are naturally more engaged and the content is more meaningful (Nompula, 2012; Robinson, 2013). An integrated arts curriculum also ensures that all learners, both with and without disabilities, are being represented.

In addition to catering to multiple intelligences, an integrated arts curriculum will benefit all students by providing an inclusive environment (Vaz et al., 2015). Representing all learners with differentiating needs ensures that social justice and equity is achieved (Vaz et al., 2015). All students have a right to access the general education, learn alongside their peers, and feel a sense of belonging in their own school community. Children without disabilities also benefit from the class-wide supports and accommodations being implemented which sets the expectations for the classroom (Sansosti & Sansosti, 2012). General education students innately learn how to understand and respect their peers with extensive support needs and are able to build relationships while this might have been a barrier in an isolated classroom (Sansosti & Sansosti, 2012).

With appropriate support and guidance, general education teachers can collaborate with the special education team to learn how to support all learners through and with the arts. An integrated arts curriculum ensures that the needs of all learners are met while fostering a community of inclusion and support.

Chapter Three

Methodology

This project sought to address how general education teachers can provide an inclusive, arts integrated curriculum (specializing in music and dance) to support students with disabilities. This project was developed to find a solution to this problem and positively contribute to the educational experience for students with and without disabilities. This project has been developed to inform and support general education, elementary school teachers about how to foster an inclusive classroom through music and dance integration. This includes the benefits of inclusivity on students with and without disabilities and the positive effects of music and dance in the areas of: academics, social and emotional development, engagement, and communication. This project will have included an example of a 3rd grade unit that has been transformed into a music and dance integrated curriculum that will support all learners. Following this chapter will be a discussion of the results of the findings as well as recommendations for the future. In the following section, details about the project will be discussed including: the audience and setting in which this project is intended, the procedures for creating this project, and a summary of the contents addressed in this chapter.

Audience and Setting

This project was designed for first grade general educators who can collaborate with the education specialists to implement this project. This project was created for an inclusive general education classroom to support students with and without disabilities. This project was intended for schools with limited access to the arts who live in low socio-economic areas. It was also created for teachers who might not have any music or dance experience, but some would be ideal.

The key considerations that were kept in mind to meet the needs of the population was that this project needed to allow teachers of all backgrounds and experiences to be able to utilize and navigate this curriculum easily. Professional development would also need to be accessed in order for teachers to access the research and importance of an inclusive and integrate arts curriculum. This professional development would be taught by the education specialist who works with the children in that grade level to help support the general educators and the specific needs of those students.

Procedures for Developing the Project

Creating this project first required research regarding the effects of inclusive education as well as an integrated music and dance curriculum. After the professional research literature was gathered, the next step was to determine the audience for which the project was catered to and what information needed to be addressed. After gathering the research, the next step was to determine what the project would look like and how it was going to be utilized by this audience. I decided to create an integrated music and dance unit, that would consist of four lessons with the first lesson of each unit focusing on either music or dance. The lessons for the rest of the unit would integrate the information learned in the first lesson. I decided to integrate music and dance into a first-grade social studies curriculum because I felt as if this subject might be neglected in some schools and would ensure these standards are also met. Once I decided I was going to create a sample unit, I realized it would be beneficial to also create a scope and sequence of all the units, so educators can see how the lessons would be able to build upon each other as well as ensuring that all of the social studies, music, and dance standards are met. The project was then created to best support this demographic of educators. This project was created around the social studies standards and what needed to be met for the school year. Each unit was designed around

a couple of the social studies standards and then I integrated the music and dance standards according to what the content lent itself. After first creating the lesson plans, I was better able to see how the rest of the standards would fit into the scope of sequence for the rest of the school year.

Summary

This chapter addressed the purpose of this project and addressed how general education teachers can provide an inclusive, arts integrated curriculum (specializing in music and dance) to support students with special needs. This chapter also contained information regarding the audience and setting of who this project was intended for and how to best support these individuals in implementing this project. The procedures for developing this project were also discussed along with how this content can be utilized by the intended audience.

Chapter Four

Results

The purpose of this project is to provide general educators with a music and dance, arts integrated social studies unit to provide students with and without disabilities the opportunity to access, interpret, and represent information through a different modality of learning. This curriculum was developed to allow student with different learning styles to generate learning in a way that might be more engaging as well as provide students the opportunity to interact with and through the arts. This curriculum also was designed for schools who do not have the finances to support the arts and can use this curriculum to supplement the content while integrating music and dance. Each week will consist of a lesson plan, the activities and materials, as well as accommodations and modifications. This curriculum will consist of both individual and group projects to provide students the opportunities for peer interactions. Provided is a curriculum design and the scope and sequence that can be utilized for the school year as well as a sample of one of the units. Each unit will consist of one music or dance lesson followed by three-four arts-integrated lessons utilizing the content learned in the first lesson. The goal of this curriculum is to engage students and have them interact with the arts as well as provide an inclusive setting for all students to participate in learning. The project in full is in Appendix A and the related activities and materials is in Appendix B.

Chapter Five

Discussion

The purpose of this project is to provide a music and dance, arts integrated curriculum for an inclusive general education setting for schools who do not have access or funding for the arts and to provide students with and without disabilities the opportunity to learn through and with the arts. With the emphasis on the Common Core State Standards as well as budget cuts, many schools no longer have the funding, access, or desire to teach the arts in schools. This is a detriment to all students who lose the opportunity to learn and express themselves through a different modality. This also does a disservice to musical, auditory, and bodily-kinesthetic learners. Students with disabilities are also among those with varying learning styles and they might better engage in the content if it is taught through and with the arts. Providing students with disabilities an opportunity to express themselves in ways other than just linguistic or logically opens the doors for more peer interactions and relationship building. This curriculum as well as scope and sequence provides general educators the tools needed to foster an environment of learning through and with the arts that is inclusive and representative of a multitude of learners. This project provides a sample unit that is broken down into four weeks of learning with the first lesson of the month being either music or dance related. The rest of the weeks will apply what was learned in those music and dance lessons and will be integrated into the social studies content for the rest of the unit. Included in the lesson plans are the materials, the directions for the activities, as well as any accommodations that can be used. In this chapter, you will find the limitations of this project, next steps, lessons learned, educational implications, and a conclusion of the project.

Limitations of Project

This project has limitations due to the access I had to resources and materials. It was difficult creating this project because I did not have access to an existing social studies curriculum or scope and sequence and therefore, had to create my own based on the social studies standards for first grade. If I was able to use a school's existing scope and sequence it would have been easier to integrate the music and dance aspects and would have been more linear. But, if a school does not already have an existing plan for the school year, they could definitely use the one I have created. Also, it was difficult finding free-domain music that I could utilize to create my own lyrics to tunes of existing songs. If I had access to every song, I would have been able to create more songs for the purpose of these lessons to use educationally. Also, it would have been more helpful for me to have researched more arts integrated curriculums for elementary students to see how the students are interacting with music and dance, what is and is not effective, and to see what other changes might be necessary to improve my lessons and activities. I think it would have also been helpful to implement these lessons and get feedback from the students to see what resonates with them and is engaging, what accommodations might still need to be in place, and any other improvements to ensure the students are learning through and with the arts in an inclusive environment.

Next Steps

I plan to share this project with fellow general education teachers who have students with disabilities in their classrooms and my fellow education specialists so they can pass this project on to the teachers at their school sites. I hope others might take my sample unit and implement it in their classrooms and collaborate as a team to create the rest of the lesson plans using the scope and sequence I have created. This project was created using first grade social studies and visual and performing arts (VAPA) standards but can be utilized for all grade levels addressing the

appropriate standards. Unfortunately, I will not be teaching at the elementary school level this upcoming school year so I will not be able to implement this project in the way it was initially intended and created for. However, using my own knowledge of music and dance, I could integrate the arts into high school content to help support students who are musical or bodily-kinesthetic learners or who have the passion for music and dance.

Lessons Learned and Educational Implications

By creating this project, I learned how difficult it is to create a curriculum from scratch without any timeline or topic suggestions for each lesson. Throughout the process of creating this curriculum, I realized it did not make sense to create a unit without a scope and sequence of how the rest of the standards for social studies, music, and dance will be incorporated to ensure they would all be covered in the school year. The most difficult part of creating this project was figuring out how to make sure the content was linear while building upon the music and dance lessons each week. I learned the hard way that I needed to organize the social studies content for the lessons before incorporating the arts integration and figuring out how to teach the arts content while utilizing the arts to teach the social studies content. If someone were to create a music and dance integrated curriculum, I would suggest using an existing social studies curriculum in order to ensure all of the content for the grade level is taught and it would be a lot less work. I learned there was a lot of organizational aspects that go into creating a curriculum from scratch.

I also learned that I did need more music and dance instruction in order to effectively create a music and dance integrated curriculum. With my own background and experience in the arts, I was able to access my prior knowledge in order to create a sample unit, but I would definitely need to do more research in order to create an entire curriculum utilizing all of the music and dance standards for the given grade level. Therefore, I think if someone were to pilot this curriculum, they would either need support from music and dance instructors or would have

to do research to know how to best teach and incorporate music and dance into the curriculum. No prior knowledge would be necessary to use this curriculum but prior knowledge would be necessary in order to create this curriculum.

Conclusion

Music and dance naturally engage all people of all walks of life, especially children. School should be a place of learning but also a place that fosters joy and safety. Bringing music and dance to the classroom ensures that all students are able to learn in an environment that welcomes everyone, of all abilities and backgrounds. Music and dance are universal languages that everyone innately knows. By providing different modalities and vessels of learning, students are going to be more engaged but also, the content will be more meaningful and more important to the learner. Bringing music and dance into the classroom shows students that learning can be enjoyable and that there is a place for those musical and bodily-kinesthetic learners. As William Stafford said, “Kids: they dance before they learn there is anything that isn’t music.”

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Appendix A

Curriculum Scope and Sequence and Sample Unit

Preface

This 4-week arts integrated unit is designed to support students with disabilities as well as students with different learning styles in a general education setting. This unit will focus on community which is part of the History-Social Science Framework for first grade in the state of California. The Common Core State Standards have emphasized teaching mathematical-logical and auditory learners, but those musical, spatial, and bodily-kinesthetic learners are often not supported. This curriculum also was designed for schools who do not have the finances to support the arts and can use this curriculum to supplement the content while integrating music and dance. This curriculum lends itself to an end-of-the-semester performance that is a culmination of the music and dance projects that have been created throughout the units.

To help students learn how to collaborate and communicate with others, there will be opportunities for partner and group work. By providing projects with multiple jobs and roles allows each student to participate and utilize his or her strengths. Many of these lessons are inquiry-based as well which provides all students the opportunities to explore and express themselves. To support and facilitate peer interaction, sentence starters will be provided to ensure that everyone has the tools they need to successfully participate.

In each unit, students will be provided a music or dance lesson and frontloaded with the necessary content to apply this information to the social-studies lessons. Students are able to gain music and dance instruction while also applying this knowledge to other content areas and giving students opportunities to interact with these subjects in a different way.

First Grade Integrated Units (FALL)

September	October	November	December
<p>Unit: We are Family</p> <p>Week 1: Just Move</p> <p>Week 2: Where we Come From</p> <p>Week 3: How are we Different?</p> <p>Week 4: America the Beautiful</p> <p>Social Studies Standards: 1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places. 1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.</p>	<p>Unit: Community</p> <p>Week 1: Feel the Beat</p> <p>Week 2: What is a Community?</p> <p>Week 3: Communities Around the World</p> <p>Week 4: Where in the World?</p> <p>Social Studies Standards: 1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places. 1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people,</p>	<p>Unit: All Around the World</p> <p>Week 1: What's that tone?</p> <p>Week 2: Geographic Exploration</p> <p>Week 3: The Continents and Oceans</p> <p>Week 4: The United States</p> <p>Social Studies Standards: 1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places. 1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity</p>	<p>Unit: Then and Now</p> <p>Week 1: Performance Preparation</p> <p>Week 2: Communities of the Past</p> <p>Week 3: Communities Tomorrow</p> <p>Week 4: Our Community</p> <p>Social Studies Standards: 1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places. 1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.</p>

September	October	November	December
<p>1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.</p> <p>Music Standards: 1.MU:Cr1 a. With limited guidance, create musical ideas for a specific purpose.</p> <p>1.MU:Cr1 b. With limited guidance, generate musical ideas t</p>	<p>places, and things change over time while others stay the same.</p> <p>1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and the residents in those places.</p> <p>Music Standards: 1.MU:Cr2 a. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.</p> <p>1.MU:PR4.2 a. With limited guidance, demonstrate knowledge of music concepts in music from a variety of cultures selected for performance.</p> <p>1.MU:Pr6 a. With limited guidance, perform music for a specific purpose with expression.</p> <p>1.MU:Cn11 With limited guidance, discuss connections between music and culture.</p>	<p>and a sense of community across time.</p> <p>1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.</p> <p>Music Standards: 1.MU:CR1 b. With limited guidance, generate musical ideas in multiple tonalities and meters.</p> <p>1.MU:Pr4.1 With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.</p> <p>1.MU:Pr4.3 With limited guidance, demonstrate and describe music’s expressive qualities that support that creators’ expressive intent.</p>	<p>1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.</p> <p>Music Standards: 1.MU:Re9 With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.</p> <p>1.MU:Cn10 With limited guidance, discuss how personal interests connect to creating, performing, and responding to music.</p>

September	October	November	December
<p>Dance Standards: 1.DA.Cr1 a. Explore movement inspired by a variety of stimuli and identify the source.</p> <p>1.DA.Cr1 b. Explore a variety of locomotor and nonlocomotory movements by experimenting with and changing the elements of dance.</p> <p>1.DA:CR2 a. Improvise a series of movements that have a beginning middle, and end.</p>	<p>Dance Standards: 1.DA.Cr1 a. Explore movement inspired by a variety of stimuli and identify the source.</p> <p>1.DA.Cr1 b. Explore a variety of locomotor and nonlocomotor movements by experimenting with and changing the elements of dance</p> <p>1.DA:Pr4 a. Demonstrate locomotor and nonlocomotor movements that change body shapes, levels, and facings. Move in straight, curved, and sig-zagged pathways individuals and with others. Find and return to place in space.</p>	<p>Dance Standards: 1.DA:Pr4 b. Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.</p> <p>1.DA.Re7 a. Find a movement that repeats in dance to make a pattern.</p> <p>1.DA:Re7 b. Demonstrate and describe observe for performed dance movements from a specific genre or culture.</p>	<p>Dance Standards: 1.DA:Pr5 a. Demonstrate a range of locomotor and nonlocomotory movements, body patterning, body shapes, and directionality.</p> <p>1.DA:Pr5 b. Move safely in general space through a range of activities and group formations while maintaining and changing personal space.</p> <p>1.DA:Pr5 c. Modify movements and spatial arrangements upon request.</p>

First Grade Integrated Units (SPRING)

January	February	March	April	May
<p>Unit: The Melting Pot</p> <p>Week 1: Choreography</p> <p>Week 2: Coming to America</p> <p>Week 3: Democracy</p> <p>Week 4: Our Government</p> <p>Social Studies Standards: 1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places. 1.4 Students compare and contrast everyday life in</p>	<p>Unit: American Citizens</p> <p>Week 1: Rhythm Patterns</p> <p>Week 2: Symbols</p> <p>Week 3: What Does it Mean to be a Citizen?</p> <p>Social Studies Standards: 1.1 Students describe the rights and individual responsibilities of citizenship 1.3 Students know and understand the symbols, icons, and traditions of the United States that</p>	<p>Unit: Proud to be an American</p> <p>Week 1: Lyrics</p> <p>Week 2: Citizenship</p> <p>Week 3: Icons and Symbols</p> <p>Week 4: American Traditions</p> <p>Social Studies Standards: 1.1 Students describe the rights and individual responsibilities of citizenship 1.3 Students know and understand the symbols, icons, and traditions of the United States that</p>	<p>Unit: American Duties</p> <p>Week 1: Staging</p> <p>Week 2: Roles and Responsibilities</p> <p>Week 3: What is an economy?</p> <p>Week 4: The Market</p> <p>Social Studies Standards: 1.1 Students describe the rights and individual responsibilities of citizenship 1.3 Students know and understand the symbols, icons, and traditions of</p>	<p>Unit: Economy</p> <p>Week 1: Performance Preparation</p> <p>Week 2: Money Exchanges</p> <p>Week 3: Goods and Services</p> <p>Week 4: Effects on the Economy</p> <p>Social Studies Standards: 1.1 Students describe the rights and individual responsibilities of citizenship 1.6 Students understand basic economic concepts and the role of individual</p>

January	February	March	April	May
<p>different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.</p> <p>1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.</p> <p>Music Standards: 1.MU:Pr4.3 With limited guidance, demonstrate and describe music’s expressive qualities that support the creators’ expressive intent.</p>	<p>provide continuity and a sense of community across time.</p> <p>Music Standards: 1.MU:Pr4.a b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.</p> <p>1.MU:Re7.1 With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.</p>	<p>provide continuity and a sense of community across time.</p> <p>1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.</p> <p>Music Standards: 1.MU:Pr4.3 With limited guidance, demonstrate and describe music’s expressive qualities that support the creator’s expressive intent.</p> <p>1.MU:Pr6 a. With limited guidance, perform music for a specific purpose with expression.</p> <p>1.MU:Re7.1 With limited guidance, identify and</p>	<p>the United States that provide continuity and a sense of community across time.</p> <p>1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.</p> <p>Music Standards: 1.MU:Re8 With limited guidance, demonstrate and identify expressive qualities that reflect creators’ and performers’ expressive intent.</p> <p>1.MU:Cn10 With limited guidance, discuss how personal interests connect to creating, performing,</p>	<p>choice in a free-market economy.</p> <p>Music Standards: 1.MU:Re7.1 With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.</p> <p>1.MU:Re8 With limited guidance, demonstrate and identify expressive qualities that reflect</p>

January	February	March	April	May
<p>Dance Standards: 1.DA:Cr2 b. Choose movements that express an idea, emotion, or follow a musical phrase.</p> <p>1.DA:Pr4 c. Demonstrate movement characteristics along with descriptive vocabulary.</p> <p>1.DA:Pr5 a. Demonstrate a range of locomotor and nonlocomotr movements, body patterning, body shapes, and directionality.</p> <p>1.DA:Pr5 b. Move safely in general space through a range of activities and group formations while maintaining and changing personal space.</p>	<p>Dance Standards: 1.DA:Pr4 b. Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.</p> <p>1.DA:Pr5 a. Demonstrate a range of locomotor and nonlocomotor movements, body patterning movements, and body shapes, and directionality.</p>	<p>demonstrate how personal interests and experiences influence musical selection for specific purposes.</p> <p>Dance Standards: 1.DA.CR1 a. Explore movement inspired by a variety of stimuli and identify the source.</p> <p>1.DA:Cr2 a. Improvise a series of movements that have a beginning, middle, and end.</p> <p>1.DA:Cr2 b. Choose movements that express an idea, emotion, or follow a musical phrase.</p>	<p>and responding to music.</p> <p>Dance Standards: 1.DA:Cn10 a. Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.</p> <p>1.DA:Cn10 b. Discuss observations from a story. Identify ideas for dance movement and demonstrate the big ideas of the story.</p> <p>1.DA:Pr6 a. Dance for others in a space where audience and performers occupy different areas.</p> <p>1.DA:Pr5 a. Demonstrate a range of locomotor and nonlocomotory movements, body patterning, body shapes, and directionality.</p> <p>1.DA:PR5 b. Move safely in general space through a range of activities and</p>	<p>creators’ and performers’ expressive intent.</p> <p>1.MU:Cn10 With limited guidance, discuss how personal interests connect to creating, performing, and responding to music.</p> <p>Dance Standards: 1.DA:Cn10 b. Discuss observations from a story. Identify ideas for dance movement and demonstrate the big ideas of the story.</p> <p>1.DA:Pr6 a. Dance for others in a space where audience and performers occupy different areas.</p> <p>1.DA:Pr5 a. Demonstrate a range of locomotor and nonlocomotory movements, body patterning, body shapes, and directionality.</p> <p>1.DA:PR5 b. Move safely in general space through a range of activities and</p>

January	February	March	April	May
<p>1.DA:Pr5 c. Modify movements and spatial arrangements upon request.</p>			<p>locomotor and nonlocomotory movements, body patterning, body shapes, and directionality.</p> <p>1.DA:PR5 b. Move safely in general space through a range of activities and group formations while maintaining and changing personal space.</p>	<p>group formations while maintaining and changing personal space.</p>

Feel the Beat

Content Area: Music and Dance

Grades: 1st

Timing: 45-60 minutes

Lesson: 1 of 4

California Arts Standards for Dance:

1.DA.Cr1 a. Explore movement inspired by a variety of stimuli and identify the source.

1.DA.Cr1 b. Explore a variety of locomotor and nonlocomotor movements by experimenting with and changing the elements of dance

California Arts Standards for Music:

1.MU:PR4.2 a. With limited guidance, demonstrate knowledge of music concepts in music from a variety of cultures selected for performance.

1.MU:Pr6 a. With limited guidance, perform music for a specific purpose with expression.

Learning Objectives:

Students will...

- Distinguish between fast and slow tempos, the volume of music, and the beat.

Materials	Speaker
Setting	An open area of the classroom free from obstacles or furniture.
Universal Design and SDAIE Methodologies	<p>Students will access the content through song, visuals, and audio.</p> <p>Students are able to access the content auditorily while utilizing images to help associate and support with the content.</p>
Curriculum Adaptations	<p>Sentence starters will be provided for students to communicate with their peers in groups.</p> <p>Students can utilize the card with one of the words/images on it during the game and during conversations with peers and the classroom.</p> <p>Content will be accessed through music and audio.</p> <p>Sentence Starters to use throughout the lesson:</p> <ul style="list-style-type: none"> ● I think... ● I hear... ● The music sounds like... ● I need some help...

<p>Key Vocabulary</p>	<p>Beat Forte Piano Tempo Volume</p>
<p>Social Skills Addressed in this Lesson</p>	<p>Students will collaborate and communicate with peers. Sentence starters can be utilized to help support students with communication needs.</p>

<p>Anticipatory Set 10-15 min</p>	<p>Hook: The teacher will begin the lesson by clapping to a steady beat, the teacher will have the students try and copy the beat, not going too fast or too slow.</p> <p>The teacher will then say, “good job class! We have just kept a beat together, when you have a steady beat there are so many incredible things you can create. “</p> <p>The teacher will continue by slapping their leg 3 times and then clapping (to the beat of “We Will Rock You.” The teacher will then ask if anyone knows this beat and wait for their responses. The teacher will say, “all music comes from a single beat, today we will be creating our own. We are going to explore music and how it changes as well as how your body might move depending on the music you hear.”</p>
<p>Model 10-15min</p>	<p>The teacher will begin the lesson with direct instruction and introducing a beat as a rhythmic unit in music. The teacher will say, “how fast or how slow a beat is called the tempo.” The teacher will model a slow tempo by clapping their hands at a consistent pace. The teacher will hold up an image of a snail and say, “we are going to use a snail for a slow tempo.” The teacher will model a fast tempo by clapping their hands at a consistent pace but faster. The teacher will hold up the picture of the rabbit and say, “we are going to use a rabbit for a faster tempo” The teacher will then introduce volume. The teacher will say, “there are words for how loud or how soft music is.” If the music is very loud it is called “forte! Can you repeat ‘forte!’ at a forte level?” The teacher will then loudly say “forte!” with the students. The teacher will then hold up the “forte” image and say this is the symbol for ‘forte’.” The teacher will say, “if the music is really soft, it is called ‘piano,’ can you say ‘piano’ at a piano level?” The teacher will quietly say “piano” with the students. The teacher will hold up the “piano” image and say, “this is the symbol for ‘piano.’” The teacher will say, “now that we have learned about tempo and volume, let’s listen to some songs!”</p> <p>The teacher will then choose a song to play for the students. For example: the teacher could play “Old McDonald” and think aloud “the beat doesn’t sound too fast or too slow” and the teacher will try and re-create the beat by</p>

	clapping. The teacher might say, “the volume seems to stay at forte the whole time, it is always loud and does not get soft.”
Guided Practice/ Collaborative Practice 10-15 min	The teacher will then play another song for the students. For example, “Twinkle Twinkle Little Star.” The teacher will then say, “turn to a neighbor and see if you can figure out the tempo, re-create the beat, and the volume of the song.” During this time, the teacher will walk around the room and listen to the conversations the students are having with each other and provide support and sentence starters when necessary. After the students have worked together, come back together and have students tell you what they think the tempo and volume of the song are as well as the beat of the song. The teacher can then say, “listen to the beat of this song.” The teacher will then clap the beat on his or her hands and say, “does this sound like a different song?” If no one responds say, “it is also the beat to the ABC’s! Many songs can have the same beat, they just change the lyrics or the words. I will now give you another song and you will have to figure out the beat, tempo, and volume on your own.”
Independent Practice 15-20 min	The teacher will provide the student another song and have them figure out the tempo, beat, and volume of the song. After, the teacher will have the students turn to a neighbor to share their findings.
Closure 10-15 min	<p>To close the lesson, the students will play a game called “Pass the Beat Around.” To play the game, the students will need to stand in a circle. The teacher will start with a slow beat and explain that each student will have to keep the beat. The first person will say “pass,” the person next to them will say “the” while maintaining the beat and will continue for “beat” and “around.” The person after “around” will be the rest and they will clap their hands and it starts from the beginning. The students have to maintain the beat while saying their designated word or clapping. The game continues around the circle until someone is off beat, they are out. The game can continue until there are only two people left. For a challenge, the tempo can increase or words can be omitted for other movements like slapping the shoulders instead of saying the word “around.” Here is an example: Pass the beat around the room game</p> <p>After the game, the teacher will ask the students, “what do we call how fast or how slow a beat is?” The teacher will listen for the students to respond “tempo!” The teacher will then ask, “when the music is really loud what do we call it?” The teacher will listen for the students to answer, “forte!” The teacher will then ask, “what about when it is really quiet?” The teacher will listen for the students to answer, “piano!” The teacher will then say, “wonderful class! We will be using what we have learned today in our social studies lessons this unit!”</p>

What Is a Community?

Content Area: Social Studies, Music, and Dance

Grades: 1st

Timing: 45-60 minutes

Lesson: 2 of 4

History-Social Science Content Standards for California Public Schools:

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and the residents in those places.

California Arts Standards for Dance:

1.DA.Cr1 a. Explore movement inspired by a variety of stimuli and identify the source.

California Arts Standards for Music:

1.MU:Pr6 a. With limited guidance, perform music for a specific purpose with expression.

Learning Objectives:

Students will...

- Describe what a community is as well as the different types of communities.

Materials	Visual cards of different types of communities, pencils, crayons, speaker
Setting	An open area of the classroom free from obstacles or furniture.
Universal Design and SDAIE Methodologies	<p>Students will access the content through song, video, and audio.</p> <p>Students will be able to choose how they express knowledge of the content, either through bodily movements or art.</p> <p>Visuals will be provided to represent the content.</p>
Curriculum Adaptations	<p>Sentence starters will be provided for students to communicate with their peers in groups.</p> <p>Students will work in groups to complete the assignment, when complete, students can choose to continue on to do more if desired to do so.</p> <p>Content will be accessed through music, visuals, and audio.</p> <p>Sentence Starters to use throughout the lesson:</p> <ul style="list-style-type: none"> ● I think... ● I hear you... ● I have an idea... ● I need some help...

Key Vocabulary	Community Continent Country Social
Social Skills Addressed in this Lesson	Students will collaborate and communicate with peers. Sentence starters can be utilized to help support students with communication needs.

Anticipatory Set 10-15 min	<p>Hook: Begin the lesson by providing each student a copy of the song “Community” and have everyone sing the song together.</p> <p>After completion of the song, ask the students, “now that we have sung about communities, what do you think it is?” Have the students think, pair, share with a peer. Come back together as a class and have some students share their answers.</p> <p>The class will watch the video “Communities for Kids” https://www.youtube.com/watch?v=IGC0zxgRNJQ</p> <p>Tell the students that we are going to be learning about the different types of communities.</p>
Model 5 min	The teacher will choose one of the visual cards and come up with a dance move that describes that type of community. The teacher will think aloud as they pick up the image of the neighborhood community. The teacher will then say, “when I think of a neighborhood, I think of a house, I’m going to try and make myself look like a house.” The teacher will then raise their arms above their head and bring their fingers to touch like the tip of the house.
Guided Practice 5 min	The class will then choose another type of community. The teacher will then ask for suggestions from the class. The class will then choose the best dance move to use for that type of community. If needed, the teacher may suggest options to support students.
Collaborative/ Independent Practice 15-20 min	<p>In small groups, students will be given 1 must do to complete. The groups must work together to brainstorm a dance move or action that describes their different communities. The teacher will maneuver between each group and listen to the conversations between the peers. The teacher will provide assistance when asked as well as sentence starters to aid collaboration. The groups will select someone from their group to draw a picture of the dance move on their record sheet. When the group is finished, they can go on to try and create a dance move for the other types of communities.</p> <p>After, the class will come together to share their actions for the community they were assigned. Then, the class will put all of the dance moves together to help the students remember the different types of communities.</p>
Closure 10-15 min	To close the lesson, the students will be required to perform the dance moves and state the type of community to the best of their abilities. The

	teacher will then end by saying, “now that we have learned about different types of communities, next class we will be comparing our communities to those of others around the world.”
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Communities Around the World

Content Area: Social Studies and music

Grades: 1st

Timing: 60-75 minutes

Lesson: 3 of 4

History-Social Science Content Standards for California Public Schools:

1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.

California Arts Standards for Music:

1.MU:Cr2 a. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

1.MU:Pr4.2 a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

1.MU:Cn11 With limited guidance, discuss connections between music and culture.

Learning Objectives:

Students will...

- Compare and contrast communities around the world compared to their own.

Materials	Pencils, crayons, speaker, paper, talk-to-text, computers, books
Setting	Classroom
Universal Design and SDAIE Methodologies	<p>Students will access the content through song, video, and audio.</p> <p>Students will be able to choose how they express knowledge of the content, through a form of art, mixed media, etc.</p> <p>Students can use their knowledge of their own culture to integrate into this project.</p>
Curriculum Adaptations	<p>Sentence starters will be provided for students to communicate with their peers in groups.</p> <p>Students can choose to work independently, in partners, or in small groups.</p> <p>Students can utilize talk-to-text in order to research content.</p> <p>Content will be accessed through music, visuals, and audio.</p>

	<p>Sentence Starters to use throughout the lesson:</p> <ul style="list-style-type: none"> ● I think... ● I hear you... ● I have an idea... ● I need some help... ● I experienced.... <p>Groups can assign roles such as:</p> <ul style="list-style-type: none"> ● Artist (the person who draws/creates) ● Huddler (ensures everyone is included and being heard) ● Researcher (discovers the information) <p>Students can utilize their strengths and choose which part of the project will be the most engaging to them.</p>
<p>Key Vocabulary</p>	<p>Beat Tone Volume</p>
<p>Social Skills Addressed in this Lesson</p>	<p>Students will collaborate and communicate with peers. Sentence starters can be utilized to help support students with communication needs.</p>

Educators Do:

Students Do:

<p style="text-align: center;">Anticipatory Set 10-15min</p> <p>-Hook: Begin the lesson by providing each student a copy of the song “Community” and have everyone sing the song together.</p> <p>- The teacher says, “last class we learned about the different types of communities, do you think communities might be different depending on where you live?” The class will then walk and talk with a peer as they discuss the following questions:</p> <ul style="list-style-type: none"> • How might a neighborhood community be different if the weather is always cold? • How might a school community be different if they do not have the money to build buildings? • How might community’s clothes, food, and even music be different than ours? <p>-The teacher will then bring the students back together as a class to discuss the answers.</p> <p>-The teacher will say, “today we are going to be learning about communities around the world and how they may be different than our own. “</p>	<p style="text-align: center;">Anticipatory Set 10-15min</p> <p>-Students will participate in singing the song “Community” that was introduced last lesson.</p> <p>-Students will pair up with another peer to answer the questions provided by the teacher. The students will switch partners for each question.</p> <p>-The students will come back together and discuss the answers of the questions with the class and teacher.</p>
<p style="text-align: center;">Exploratory Instruction 30 min</p> <p>-Listen to the read aloud “Schools Around the World” Schools Around the World</p> <p>-Students will be given a community and culture to research. Students may choose their own if they would like. Students will be allowed to utilize books in the classroom as well as online resources to discover information about their community.</p> <p>-The students can choose how they would like to represent the similarities and differences between the two communities (draw a picture, create a slideshow, etc.).</p>	<p style="text-align: center;">Exploratory Instruction 30 min</p> <p>-Students will listen to the read aloud “Schools Around the World”</p> <p>-Students will choose a culture and community they want to research. Students will utilize online resources, books, as well as prior knowledge or experience if they have visited before. Students can choose to work independently, in groups, or with a partner.</p> <p>-Upon completion of research, the students will choose how they represent the similarities and differences in the communities.</p>
<p>Music Instruction</p>	<p>Music Instruction</p>

<p style="text-align: center;">30 min</p> <ul style="list-style-type: none"> -The class will come back together and the teacher will say, “now that you have created your project, we will be putting all of the projects together into a slideshow, but we want to utilize music to emphasize the community’s culture.” -The teacher will say, “listen to music from other countries.” -The class will then watch “A Musical Journey” A Musical Journey - SongLibrary -The teacher will ask the students the differences they heard. -The teacher will ask the students what kind of beats and tempos they heard and have the students try and re-create these beats. -The teacher will also ask how the music made them feel (ie. did it sound happy, sad, excited, intense?). -The teacher will ask the students about how loud or soft the music was and what kind of instruments they may have been using. -The teacher will then say, “it is time to find a song that you think represents the community you are researching.” -The teacher will walk around the room and think aloud by saying, “if I am doing a school community, I might want to find a song with a fast tempo that is forte because school is very busy. Or, if I am doing a family community, I might want to find a song that makes me feel happy and loved.” -The class will come back together to share their musical choices and allow the students to share with the class. -The teacher can then put the projects together with the music. 	<p style="text-align: center;">10-15 min</p> <ul style="list-style-type: none"> -The students will watch “A Musical Journey’ and listen to different music from around the world. -The students will discuss musical elements such as the beat, tone, and volume of the music as well as the different instruments that may have been used using “Think, Pair, Share” and will come back together as a class to discuss these topics as a class. The students will talk to a different peer for each question. -The students will volunteer to share what they and their partners discussed. -The students will work independently, with their partner, or with their group to find a song that describes their community while also paying attention to the beat, tone, and volume. -The students will participate in sharing their musical choices with the class.
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<p>Closure 10-15 min.</p> <ul style="list-style-type: none"> -To close the lesson, the teacher will have the students share their project with another student and the students will orally share how their communities are similar and different to their own. -The teacher will walk around the room and listen to these conversations and support and facilitate conversations when needed. -The teacher will say, “next time, one of your or your groups will get to be the teacher and will teach us all about the community you researched!” 	<p>Closure 10-15 min.</p> <ul style="list-style-type: none"> -The students will share their projects with another student, pair, or group and explain how their communities are similar or different.
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Where in the World?

Content Area: Social Studies, Music, and Dance

Grades: 1st

Timing: 60-75 minutes

Lesson: 4 of 4

History-Social Science Content Standards for California Public Schools:

1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.

California Arts Standards for Dance:

1.DA:Pr4 a. Demonstrate locomotor and nonlocomotor movements that change body shapes, levels, and facings. Move in straight, curved, and sig-zagged pathways individuals and with others. Find and return to place in space.

Learning Objectives:

Students will...

- Describe what a community is as well as the different types of communities.

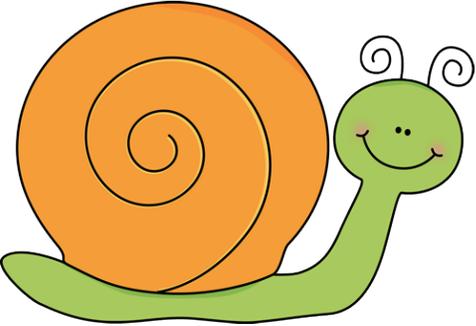
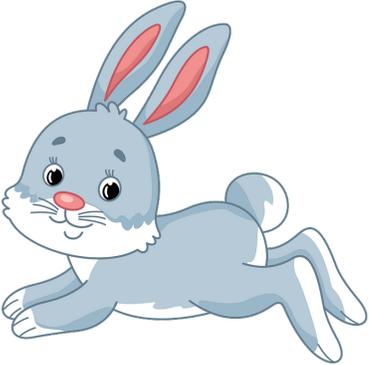
Materials	Maps, computer, videos, pencils, crayons, blank map, books
Setting	An open area of the classroom free from obstacles or furniture.
Additional Lessons	This can be a stand-alone lesson or this lesson can be repeated until all of the cultures have been discussed geographically from the previous lesson.
Universal Design and SDAIE Methodologies	Students will access the content through song, video, and audio. Students will be able to choose how they express knowledge of the content, either through art or mixed media. Visuals will be provided to represent the content.
Curriculum Adaptations	Sentence starters will be provided for students to communicate with their peers in groups and to present information. Content will be accessed through music, visuals, and audio.
Social Skills Addressed in this Lesson	Students will collaborate and communicate with peers. Sentence starters can be utilized to help support students with communication needs.
Anticipatory Set 5-10 min	Hook: Begin the lesson by playing one of the songs chosen by one of the groups in the prior lesson.

	<p>After completion of the song, say, “now that you have all explored different communities around the world, we are going to learn about each one, where they are, and what life is like in these places.”</p>
<p>Introduction 15-30 min</p>	<p>Example: “Group 1 compared and contrasted our school community to a school community in Japan, please come up and show us your project.” The students would then come up and explain how our school community is the same and how it is different to a school community in Japan. To help support students you can provide sentence starters such as:</p> <ul style="list-style-type: none"> • Our community is the same... • Our community is different... • We have... • They have... • I thought it was interesting... <p>The teacher would say, “thank you so much for sharing, it is so cool how different school can look like in different parts of the world but how so many things are also the same as our school.”</p> <p>The teacher would then say, “let’s look on a map to see where Japan is in the world.” Show the students how far away Japan is and provide some facts about the country.</p> <p>Example: Watch “Children’s introduction to Japan” Children's introduction to Japan</p> <p>Watch “Japan in 90 Seconds” Japan in 90 seconds</p> <p>If there are any students in the classroom who are Japanese or have visited Japan invite them to share. (Discuss this in advance so students can bring in images or artifacts).</p> <p>Ask prompting questions such as:</p> <ul style="list-style-type: none"> • What do the buildings look like? • How do they dress? • What is the weather like? • What is the food like?
<p>10-15min</p>	<p>The teacher will then give students a map of the world and they will locate Japan on the map and draw images of what they learned about Japan. Students can work independently or with a partner. If students do not want to draw they can find images online and print them out and paste them onto their map.</p>
<p>10-15 min</p>	<p>After the students have completed their maps, the class will come back together to learn a dance from Japanese culture. The teacher will say, “now</p>

	<p>that we have explored Japan, where it is in the world, what the communities are like, and what the music is like, let’s learn a dance!”</p> <p>Watch “Arirang” Arirang and learn this dance as a class.</p> <p>Have students pay attention to when they are staying in place and moving around the room, when their arms are moving and alternating, and when they are moving in a circle.</p>
<p>Closure 10-15 min</p>	<p>To close the lesson, the students will be required to perform the dance they have just learned altogether.</p> <p>The teacher will then ask the students to provide some of the things they learned about Japan.</p> <p>The teacher will then say, “next time it might be your turn to be the teacher and we will learn about a different culture and where it is in the world!”</p>

Appendix B

Materials

<p>Forte (loud)</p>	<p><i>f</i></p>
<p>Piano (soft)</p>	<p><i>p</i></p>
<p>Slow Tempo</p>	
<p>Fast Tempo</p>	

Community

(Sung to the tune of "Yankee Doodle")

Verse 1:

**A community is made up of people
Just like you and me**

**Who work real hard to build a place
For us to live and breathe**

Chorus:

**Stick together
Community
Helping one another**

**Our community can only grow
If we all work together**

Verse 2:

**A doctor cures you when you're sick
A teacher helps you learn**

**The mailman brings you packages
The gardener tends the ferns**

Repeat Chorus:

**Stick together
Community
Helping one another**

**Our community can only grow
If we all work together**

Verse 3:

**Our houses, schools, and hospitals
Our restaurants, farms, and playgrounds**

**Are just a few of many places
To visit in our hometown**

Repeat Chorus:
**Stick together
Community
Helping one another**

**Our community can only grow
If we all work together**

Verse 4:
**Communities can also be
A group with the same interest**

**Athletes, artists, nurses, chefs
Are some that are among us**

Repeat Chorus:
**Stick together
Community
Helping one another**

**Our community can only grow
If we all work together**

Group Members:

e

Directions: You will be given a "must do" community. Your group must come up with a dance move that describes that community. Choose someone to draw a picture of the dance move in the box. When you are done, you can come up with others for fun. We will share as a class!

<p>Family Community</p> 	<p>Dance Move</p>
<p>Continent</p> 	<p>Dance Move</p>

School Community



Dance Move

Classroom Community



Dance Move

Social Community



Dance Move

Neighborhood



Dance Move

<p>City</p> 	<p>Dance Move</p>
<p>State</p> 	<p>Dance Move</p>

Country	Dance Move
	

